

U.S. Department of Education  
Washington, D.C. 20202-5335

## APPLICATION FOR GRANT UNDER THE

IFLE Fiscal Year (FY) 2014 National Resource Centers

CFDA # 84.015A and 84.015B

PR/Award #      P015A140148      P015B140148

Univ of Wisconsin System/Regents

# APPLICATION TO U.S. DEPARTMENT OF EDUCATION

## COMPREHENSIVE NATIONAL RESOURCE CENTER AND FOREIGN LANGUAGE AND AREA STUDIES FELLOWSHIP PROGRAMS

INTERNATIONAL EDUCATION PROGRAMS SERVICE  
U.S. DEPARTMENT OF EDUCATION  
WASHINGTON DC, 20202

## 2014-2018 TITLE VI NATIONAL RESOURCE CENTER PROPOSAL

CFDA No. 84.015A & 84.015B



### **Global Studies**

**University of Wisconsin-Madison**

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Madison, WI 53706

Phone: 608.265.2631  
[global.wisc.edu](http://global.wisc.edu)



THE UNIVERSITY  
*of*  
**WISCONSIN**  
MADISON

**Global Studies, UW-Madison**  
**NRC/FLAS Proposal for International Studies, FY 2014-2017**

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OMB Number: 4040-0004

Expiration Date: 8/31/2016

**Application for Federal Assistance SF-424****\* 1. Type of Submission:**

- ☐ Preapplication  
☒ Application  
☐ Changed/Corrected Application

**\* 2. Type of Application:**

- ☒ New  
☐ Continuation  
☐ Revision

**\* If Revision, select appropriate letter(s):****\* Other (Specify):****\* 3. Date Received:****4. Applicant Identifier:****5a. Federal Entity Identifier:****5b. Federal Award Identifier:****State Use Only:****6. Date Received by State:****7. State Application Identifier:****8. APPLICANT INFORMATION:****\* a. Legal Name:****\* b. Employer/Taxpayer Identification Number (EIN/TIN):****\* c. Organizational DUNS:****d. Address:****\* Street1:****Street2:****\* City:****County/Parish:****\* State:****Province:****\* Country:****\* Zip / Postal Code:****e. Organizational Unit:****Department Name:****Division Name:****f. Name and contact information of person to be contacted on matters involving this application:****Prefix:****\* First Name:****Middle Name:****\* Last Name:****Suffix:****Title:****Organizational Affiliation:****\* Telephone Number:****Fax Number:****\* Email:**



## Application for Federal Assistance SF-424

### \* 9. Type of Applicant 1: Select Applicant Type:

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

### \* 10. Name of Federal Agency:

Department of Education

### 11. Catalog of Federal Domestic Assistance Number:

84.015A;84.015B

CFDA Title:

### \* 12. Funding Opportunity Number:

ED-GRANTS-053014-001 and -002

\* Title:

Office of Postsecondary Education (OPE):National Resource Centers Program CFDA Number 84.015A  
Office of Postsecondary Education (OPE): Foreign Language and Area Studies Fellowships Program  
CFDA Number 84.015B

### 13. Competition Identification Number:

Title:

### 14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

### \* 15. Descriptive Title of Applicant's Project:

National Resource Centers Program (CFDA No. 84.015A) and Foreign Language and Area Studies Program  
Fellowships Program (CFDA No. 84.015B)

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

**Application for Federal Assistance SF-424****16. Congressional Districts Of:**\* a. Applicant \* b. Program/Project 

Attach an additional list of Program/Project Congressional Districts if needed.

**17. Proposed Project:**\* a. Start Date: \* b. End Date: **18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="2,139,315.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="2,139,315.00"/>

**\* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- ☐ a. This application was made available to the State under the Executive Order 12372 Process for review on .
- ☐ b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- ☒ c. Program is not covered by E.O. 12372.

**\* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**☐ Yes ☒ No

If "Yes", provide explanation and attach

**21. \*By signing this application, I certify (1) to the statements contained in the list of certifications\*\* and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances\*\* and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

☒ \*\* I AGREE

\*\* The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

**Authorized Representative:**

Prefix:  \* First Name:


Middle Name:

\* Last Name:

Suffix:

\* Title: \* Telephone Number:  Fax Number: \* Email: 

\* Signature of Authorized Representative:

\* Date Signed:

**U.S. Department of Education**  
**Supplemental Information for the SF-424**

**1. Project Director:**

Prefix: \* First Name: Middle Name: \* Last Name: Suffix:  
 Richard   Keller

Address:

\* Street1:  301 Ingraham Hall

Street2:  1155 Observatory Drive

\* City:  Madison

County:  Dane

\* State:  WI \* Zip Code:  53706 Country:  US

\* Phone Number (give area code):  608.265.2631 Fax Number (give area code):

\* Email Address:  director@global.wisc.edu

**2. Novice Applicant:**

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

☐ Yes ☒ No

**3. Human Subjects Research:**

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

☐ Yes ☒ No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes Provide Exemption(s) # (s): 1 2 3 4 5 6

☐ No Provide Assurance #(s), if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

**University of Wisconsin – Madison**  
**Global Studies**

National Resource Center Application, 2014-18

**GEPA Statement**

In strict accordance with Section 427 of GEPA, Global Studies (GS) actively solicits for consideration at any and every level of employment members of groups that have been traditionally underrepresented. All GS openings are advertised to conform to EO/AA criteria. We systematically post openings where minority candidates will see them (e.g., area and ethnic studies newsletters, Madison's African-American newspaper, etc.). The UW's ten-year plan for increasing minority faculty has yielded substantial gains. Fifteen percent of UW faculty members are from underrepresented groups, a sharp increase since 2000. UW's plan includes the following goals: significant improvement in the representation and academic success of all ethnic groups, particularly American Indians, African-Americans, Latino/as, and Southeast Asian Americans, among the student body, faculty, and staff; improvement of the campus classroom and social climate for all; and an increase in the depth of understanding by the large majority not in those groups for their values, customs, and experiences.

The Women in Science and Engineering Leadership Institute (WISELI) holds a two-part workshop on recruiting women and minorities that is required for members of every faculty search committee. GS is actively involved in minority faculty recruitment and its own diversity profile is strong. Of 146 GS faculty, 48% are women, and approximately 23% are racial/ethnic minorities. Our graduate student research and internship awards have gone to 65 women (52%) and 41 minorities (33%) and we have made FLAS awards to 70 women (56%) and 32 minorities (26%). GS works proactively to maintain and increase this diversity.

Global Studies complies fully with Section 427 of GEPA not only in employment but in access by students and the public to our programs and activities. As with all UW-Madison units, we are committed to providing accommodations to permit employees, students, and visitors with disabilities access to employment, programs, activities, and facilities as required by the Americans with Disabilities Act (ADA). The McBurney Center partners with campus units to assist in creating an accessible university community where students with disabilities have an equal opportunity to fully participate in all aspects of the educational environment. Accommodation occurs in four primary areas: physical, electronic, instructional and attitudinal.

<b>APPLICATION WORLD REGION OR THEMATIC FOCUS FY 2014-2017</b>
--

Africa	<input type="checkbox"/>
Canada	<input type="checkbox"/>
East Asia	<input type="checkbox"/>
International	<input checked="" type="checkbox"/>
Latin America & Caribbean	<input type="checkbox"/>
Middle East	<input type="checkbox"/>
Pacific Islands	<input type="checkbox"/>
Russia / Eastern Europe / Eurasia	<input type="checkbox"/>
South Asia	<input type="checkbox"/>
Southeast Asia	<input type="checkbox"/>
Western Europe / Europe	<input type="checkbox"/>
Other (specify) _____	<input type="checkbox"/>

<b>APPLICATION TYPE</b>
-------------------------

Comprehensive NRC and FLAS	<input checked="" type="checkbox"/>
Undergraduate NRC and FLAS	<input type="checkbox"/>
Comprehensive NRC only	<input type="checkbox"/>
Undergraduate NRC only	<input type="checkbox"/>
FLAS only	<input type="checkbox"/>

**FLAS-ELIGIBLE LANGUAGES**  
**Performance-Based Instruction**  
**FY 2014 – 2017**

- A FLAS-Eligible language marked “Y” means that the language is currently available and students can apply for fellowships. Languages marked “Y” should be substantiated by the course list and the faculty biographical information.
- You may request FLAS eligibility for additional languages at any time during the 4-year grant cycle by submitting the justification, course description, and the instructor’s CV.

[illegible]

## **Abstract**

### **Human Rights, Social Justice, and Global Security**

Global Studies (GS) is the international partner to the 7 regional NRCs on the University of Wisconsin-Madison campus. Founded in 1991, GS is dedicated to the study of peace, security, and international cooperation, and is guided by an absolute commitment to training future global-ready professionals. Initially funded by MacArthur with a mandate to reassess security studies in the post-Cold War era and later by the Ford Foundation to explore prospects for international and area studies, GS has broadened its scope to include human security issues such as health, environment, and economic inequality. Today GS serves its region and the nation by focusing on public outreach, undergraduate and graduate student training, and faculty development and research. Title VI funding since 2003 has allowed GS to initiate new programs, including middle school outreach, undergraduate curriculum development, summer immersion Arabic, Persian, and Turkish instruction, and a new media outreach project on Islam. It also supported the creation of a global studies Ph.D. minor, one of the few such programs in the U.S.

This proposal builds on past success by continuing a people-centered approach to the interconnected issues of prosperity, sustainability, and equitable governance. Accordingly, this proposal sustains, enriches, and expands the interdisciplinary community of scholars working on global security and equality issues by providing top-quality education to students, K-16 teachers, the media, business, policymakers, and the general public. Specifically, among other activities, GS will:

- develop a new option in human rights for its undergraduate International Studies Major;
- provide teacher training and outreach workshops in collaboration with the Wisconsin International Outreach Consortium, Madison College, the University of Washington, and many others;
- design a community-college teacher education program on global studies in Wisconsin;
- expand its nationally recognized immersion Arabic, Persian, and Turkish program;
- improve pedagogy, assessment, and enrollments in 8 strategic languages;
- collaborate with other Title VI, Title III, Title V, and community college institutions;
- expand global library and online resources; and
- strengthen international collaborations with overseas organizations.

All of the above is guided by GS' own commitment to—and USED priority focus on—providing teacher training on issues and topics of international concern and languages of global import. Moreover, nearly all proposed activities respond to one or more USED invitational priorities.

GS programming reaches hundreds of students annually through the International Studies major, the Ph.D. in Development Studies and the Global Studies doctoral minor, pre-service teacher training, FLAS and graduate research and internship fellowships, a robust summer language program, and extensive outreach programming. With over 120 faculty in 8 colleges, GS provides an important cross-campus interdisciplinary network for research, teaching, and outreach. Finally and importantly, GS utilizes sophisticated and meaningful program evaluation tools designed to further clarify programmatic objectives, outcomes, and impact, to ensure that GS activities continue to benefit intended audiences in the best way possible. Overall, this proposal enhances institutional capacity and advances public understanding of global studies, global education, and human security at the campus, community, state, and national levels.

## Table of Acronyms

ACTFL	American Council for Teaching Foreign Languages
ALL	African Languages and Literature Department, UW-Madison
AP	Absolute Priority, US Dept of Education
APTLII	Arabic, Persian, Turkish Language Immersion Institute
ARL	Association of Research Libraries
ASAS	Areas Studies Alumni Survey
BRIC	Brazil, Russia, India, China
CALS	College of Agriculture and Life Sciences, UW-Madison
CCMTI	Community College Master Teacher Institute
CESSI	Central Eurasian Studies Summer Institute
CIA	Center for International Advising, UW-Madison
CIBER	Center for International Business Education
CIC	Committee on Institutional Cooperation
CMN	College of Menominee Nation
CP	Competitive Priority, US Department of Education
CRL	Center for Research Libraries
CUWL	Council of the University of Wisconsin Libraries
DIS	Division of International Studies, UW-Madison
EFC	Expected Family Contribution
EO/AA	Equal Opportunity/Affirmative Action
ESL	English as Second Language
FAFSA	Free Application for Federal Student Aid
FIG	First-Year Group
FLAS	Foreign Language and Area Studies
GEPA	General Education Provisions Act
<i>GG!</i>	<i>Go Global! @ UW-Madison</i>
GHI	Global Health Institute
GLOWS	Global Learning Outcomes at Wisconsin Survey
GS	Global Studies, UW-Madison
IAP	International Academic Programs, DIS, UW-Madison
ICYLC	International Children's and Young Adult Literature Celebration
II	International Institute, UW-Madison
ILL	Interlibrary Loan
IIP	International Internship Programs, UW-Madison
IS	International Studies, UW-Madison
ISS	International Student Services, UW-Madison



LCA	Languages and Cultures of Asia Department, UW-Madison
LCTLs	Less-Commonly Taught Languages
L&S	College of Letters & Sciences, UW-Madison
MATC	Madison Area Technical College
MC	Madison College
MDGs	Millennium Development Goals
MDGAP	Millennium Development Goals Awareness Project
NCOLCTL	National Council of Less-Commonly Taught Languages
MIU	Madison Initiative for Undergraduates
NEH	National Endowment for the Humanities
NGO	Non-governmental Organization
NRC	National Resource Center
NSF	National Science Foundation
OCLC	Online Computer Library Center
OPI	Oral Proficiency Interview
PEOPLE	Pre-College Enrichment Opportunity Program for Learning Excellence
SAGE	Center for Sustainability and the Global Environment, UW-Madison
SASLI	South Asian Summer Language Institute
SEASSI	Southeast Asian Studies Summer Institute
SKJ	Scott Kloeck-Jenson Fellowship, UW-Madison
SOE	School of Education, UW-Madison
SSRC	Social Science Research Council
SWEPT	Standardized Wisconsin Evaluation Program for Title VI
UCLA	University of California – Los Angeles
USED	United States Department of Education
UWSC	University of Wisconsin Survey Center
WASOS	Wisconsin Area Studies Outreach Survey
WIOC	Wisconsin International Outreach Consortium
WISc	Wisconsin Scholars
WLD	World Languages Day
WTCS	Wisconsin Technical College System

## Introduction

Global Studies (GS) is a critical player in facilitating international education, outreach, and research at the University of Wisconsin-Madison. Building on its 20-year track record of excellence, GS will advance cross-regional, international understanding through our initiative **Human Rights, Social Justice, and Global Security: Addressing Inequality in an International Frame**. This proposal draws on UW-Madison's new and existing strengths in the professional schools, the physical and social sciences, and the humanities to explore the intersections of health, environment, and economic inequality globally. Placing absolute priority on teacher training, our initiative features, among other activities: 1) development of a new **human rights option** in our International Studies Major; 2) expansion of **language programming** to reach a broad spectrum of students, especially via summer immersion and targeted FLAS awards; and 3) development of innovative and effective **outreach workshops** in partnership with campus, regional, and national collaborators to meet the needs of community colleges and Title III, Title V, and other minority-serving institutions.

Activities described herein are grounded in GS' longstanding dedication to the study of the global political, economic, and sociocultural forces that affect today's world. Since recognition in 2003 as a Title VI National Resource Center (NRC), GS has emphasized the need to recast the field of security studies to take a people-centered approach to the interconnected issues of prosperity, sustainability, and equitable governance. Accordingly, our proposal sustains, enriches, and expands the interdisciplinary community of scholars working on human security issues by providing top-quality education to students, teachers, media, business, policymakers, and the general public. GS has developed a solid foundation to achieve our proposed ends. In direct collaboration with the Division of International Studies (DIS), the School of Education (SOE), the College of Letters & Science (L&S), the School of Medicine and Public Health, and the UW-Madison Chancellor, we have developed a core group of faculty, student, and community affiliates and have been central to several key campus initiatives since their inception, including contributing to the development of the **Global Health Institute** (GHI; p. 12)

and the Office of Sustainability. In conjunction with the UW Human Rights Program, the College of Agricultural & Life Sciences (CALS), and GHI, GS has expanded undergraduate offerings in human rights, environmental justice, global health, and global security through its recruitment of exciting new faculty and its support of teaching in these areas. In an era of increasingly limited state funds, yet also a time of urgent need and public interest in international studies, NRC support through 2018 will ensure GS initiatives continue to reach and transform intended audiences, particularly those that have not traditionally been as involved in these issues.

### **§1. Commitment to the Subject Area**

A. University Commitment to Global Studies' Operation. At UW-Madison, faculty and student commitment to international studies is matched and led at the highest administrative levels. The UW-Madison Chancellor's 2009-2014 Strategic Framework—"For Wisconsin and the World: Focusing a Great Public University on Its Core Mission, Public Purpose, and Global Reach"—calls for all university educators to "prepare our students for a world that is diverse, global, and interconnected." For more than a century, UW-Madison has been grounded in a tradition of engaged scholarship benefitting the whole world—the "Wisconsin Idea." Table 1.1 below outlines the substantial financial support we receive from university administration, including among other elements the International Studies major, the doctoral minor in global studies, and the Ph.D. in Development Studies. (The table does not include extramural grant funding as university support; a survey of active extramural grants shows that GS faculty have secured well over \$30 million in outside funding.) UW-Madison pays just over one million dollars towards GS operating costs such as administrative and managerial salaries and benefits, supplies and expenses, instructional media support and programming. Overall, UW-Madison provides over \$27 million to GS activities—representing over 97% of total annual operations.

**Table 1.1: University Contribution to Global Studies**

<b>Category of University Support</b>	<b>UW Contribution</b>
<b>Divisional operating costs:</b> instructional media support; annual Soffa Lecture; UW International Institute; support staff and fringe; supplies & expenses	\$885,474
<b>Center operating costs:</b> salaries & fringes for GS/IS director, associate director, admin support, advisor; IS major instructional support; Development Studies	\$607,333
<b>Core teaching staff:</b> language and global studies instruction salaries	\$14,327,227

<b>Support for libraries:</b> acquisitions and services (e.g., special web sites), international & global studies bibliographer salaries, fringes	\$4,821,139
<b>Support for overseas linkages:</b> study abroad operational (does not include student fees); campus Peace Corps representative; Graduate School and other faculty travel grants	\$4,247,995
<b>Support for outreach activities:</b> International Internship Program; DC international internship & semester; supplies & expenses	\$1,317,116
<b>Student financial assistance:</b> UW fellowships, research grants & practitioner internships; DIS field research awards; FLAS support; study abroad grants	\$1,641,785
<b>Total University Contribution</b>	<b>\$27,848,069</b>

University Commitment to Teaching in Global Studies. The UW ensures that all students graduate with the skills to navigate our increasingly globalized world. As outlined in §3 and §4, UW-Madison has a rich and strong tradition of teaching a wide variety of languages and courses in international studies. Students can choose from dozens of international certificates and globally related degrees in such fields as global health, international engineering, teacher education, international business, and global environment, to name just a few. In addition to this broad support for our global mission, GS receives extensive financial support from the UW for its role as the cross-regional partner to the university's area studies centers. Table 1.1 outlines our institution's generous support of these endeavors, including nearly \$15 million for teaching (about a quarter of which is for language instruction), \$4.8 million for library holdings and media technology, over \$4 million for overseas linkages including study abroad, and a million and a half for direct student assistance. The Wisconsin Alumni Research Foundation provides competitive awards to faculty for curriculum development, and the university supports GS teaching staff through one full-time and one half-time undergraduate advisor, as well as teaching assistants for our gateway course. GS benefits from university-supported **faculty development programs** that help teaching staff to understand how curriculum internationalization benefits students and to redesign courses and policies accordingly. A major push for faculty development currently under way across the UW-Madison campus is **Educational Innovation**, a coordinated effort to create a sustained campus environment by improving capacities (enrollments, course delivery, workloads, curriculum, etc.) and generating new revenue (through distance education, noncredit courses, professional and capstone certificates, etc.) in order to enhance student

learning and research excellence. In addition, GS faculty and staff regularly participate in UW Teaching Academy's popular Summer Institute and have developed internationally focused sessions for the Provost's annual Teaching and Learning Symposium.

University Commitment to Library Resources for Global Studies. §5 below details the vast library and information resources available at UW-Madison. Beyond substantial direct financial support (see Table 1.1), UW-Madison's funded partnerships with Cisco and Google Books ensures that our library resources are widely available through electronic archiving.

University's Leveraging and Linkages with Institutions Abroad. UW's international studies programs bring in well over \$10 million per year in federal, non-federal, and state grants, as well as in private philanthropy, an indication of the tremendous support provided by top levels of administration. With DIS, L&S, and SOE backing, GS has been active in forming and leveraging partnerships with a wide range of programs, including the Longview Foundation for Education in World Affairs and International Understanding, which supports course development and teacher training, and the Morgridge Center for Public Service, which helps GS find and fund global internships and other international service-learning opportunities. The UW's global science networks—including those in environmental, biological, and physical sciences from which GS affiliates increasingly are drawn—attract millions more in support. GS also works closely with International Academic Programs (IAP) and the International Internship Program (IIP), which both partner with universities worldwide. The UW Peace Corps representative is now located in our Division, enhancing our interactions with that global organization.

University Commitment to Outreach in Global Studies. GS maintains an active and engaged outreach program, detailed in §7 below, and is a prominent member of the Wisconsin International Outreach Consortium (WIOC), a nationally recognized model for leveraging NRC resources across campuses. In the coming cycle, GS will strengthen this outreach presence by drawing on the expertise of SOE faculty to enhance and deepen our outreach efforts (see p. 26).

University Commitment to Students in Global Studies. Wisconsin has a long history of commitment to affordable and accessible education. Consistently one of the least expensive

public universities in the country, UW-Madison bolsters its commitment to maintaining affordable education through efforts like the Madison Initiative for Undergraduates (MIU). A sizeable portion of funding from these initiatives is directed to students pursuing international studies, and two of our faculty were hired through the MIU (p. 14). The UW awards graduate students over \$20 million annually in tuition waivers along with several million in assistantships. Need-based grants and fee remissions vary substantially from year to year but average well over \$10 million annually. The UW supports graduate students with various fellowships and assistantships, included in Table 1.1, including the Scott Kloeck-Jenson (SKJ) Fellowship, housed in GS, which has provided over \$200,000 for international internships and research. DIS works with the Graduate School, the Provost's office, and the College of Letters & Sciences (L&S) to cover the difference between FLAS awards and real tuition costs (over \$750,000 across all centers per year; nearly half a million just to GS). In 2009, the Wisconsin Graduate School successfully negotiated with the state legislature to waive FLAS fellows' tuition and fees exceeding the FLAS institutional payment. Further demonstrating our strong commitment to language acquisition, in 2014, DIS, the Graduate School, and L&S secured funding to guarantee FLAS awards for the 2014-15 academic year given that NRC/FLAS awards for that period will not be known until after the school year has begun. In addition, qualified graduate students are eligible for University Fellowships, Chancellor's Fellowships, Dissertator Fellowships, Advanced Opportunity Fellowships (for minority students), Vilas Fellowships, and Wisconsin Distinguished Graduate Fellowships. Ranked 3<sup>rd</sup> by the National Science Foundation in research expenditures (over \$660 million annually) and in the top 6 for public research universities sending students abroad, the university maintains a robust network of global partnerships in areas of research, teaching, and student exchange. The NSF ranks Madison 2<sup>nd</sup> in number of Ph.D.s conferred each year. This all reflects UW's major commitment to supply international studies professionals to the nation through outstanding undergraduate and graduate training in all fields.

## **§2. Quality of Curriculum Design**

A. Baccalaureate Degree Program. The **International Studies (IS) major** is GS' undergraduate

arm. With nearly 500 declared students and 170 undergraduate degrees awarded in 2013-14, the IS major is one of the largest on the UW-Madison campus, and the second largest interdisciplinary major. The Major provides students with a range of courses on global political, social, economic, cultural, and environmental issues, within which students may combine a broad liberal arts education with a specialization in one of three options: Global Security, Politics and Policy in the Global Economy, and Culture in an Age of Globalization. Historically, students have supplemented these specialized options with study of a particular region and language. One of the major's strengths is that it allows students to work with varied literatures and research on globalization and provides them with practical training in languages and applied learning through study abroad and internship programs. The major builds a foundation for students to pursue a variety of post-graduation pursuits, including graduate or professional training, government or military service, and employment in the business or the nongovernmental sector. The IS major relies on faculty and courses from dozens of departments in L&S, SOE, Business, CALS, and the School of Medicine and Public Health. The major requires an interdisciplinary introductory course, at least 5 semesters of language, and micro- and macroeconomics. Students are limited to a maximum of 4 courses from any one department, usually drawing upon 3 or more disciplines for advanced course requirements. The resulting program provides specialization (3 courses focusing on one theme), depth (at least 15 credits on the theme), and breadth (at least 3 courses beyond the theme). The major is rigorously structured and intellectually challenging, regularly attracting many of the best undergraduates. Several First-Year Interest Groups (FIGs), which focus incoming undergrads on a specific topic and greatly enhance achievement and retention, connect to the IS Major, including 3 this coming fall semester alone (Global Health: Discourse and Debate, Global Food Security: The Real Hunger Games, and Leadership in a Global Economy). (In the coming cycle we will also develop our own FIG, as described on p. 11.) Fully half of IS graduates earn at least one other major in one of 29 other disciplines.

GS also supports the Global Cultures certificate. Nearly 100 students are currently pursuing this certificate, 45 of which were awarded in 2013-14. In addition, many of the UW's over 200

majors and certificates relate directly to global studies, in such areas as language (13 programs), language pedagogy (11), international business (4), international engineering, area studies (12), and ethnic studies (7). (See §4 below for information on language offerings.)

One of our core faculty will pilot an educational innovation project this fall called **Global Madison: Experiencing Globalization through Mobile Data Visualization**. GS has always investigated globalization as it happens in specific localities, but classroom education about globalization remains a challenge. The Global Madison project will leverage heterogeneous data visualization on mobile platforms to situate learning in the places students live, while enabling students to think beyond these situated places in order to see the global processes that forged them. Students experience dynamic data visualizations on either a mobile device or a desktop that connects to a walking tour (which in itself could be experienced virtually). GS will expand this concept to high schools and other colleges, particularly community colleges and minority-serving institutions. (*NRC CPI; Bgt E-i-1*) In year 1, we will work with Madison College to introduce the app into their curriculum; in years 2 and 3, we will hire an app developer to build data visualization experiences for other communities. The overarching goal of the project is for students to become critical global thinkers and ethical global citizens. We anticipate that the data visualizations will prompt students to consider how globalization impacts their own lives and how their actions impact the lives of others around the globe.

Graduate-Level Training: In keeping with other UW minors, our **doctoral minor in Global Studies** requires a minimum of 4 courses (12 credits), including a gateway seminar introducing themes, issues, and methods related to a variety of global-studies topics and approaches. Students then select 3 electives from 4 themes: Global Culture and Humanity, Global Commons, World Affairs and the Global Economy, and Human Security and Global Citizenship. Students can only receive credit for one elective per theme, thereby making clear that global studies is an interdisciplinary yet integrated field of study, addressing social, cultural, political, and economic forces that connect humanity as a whole. The minor complements discipline-based doctoral programs that require foreign language competency for students pursuing international research.



Our minor is one of the few graduate programs in the U.S. to offer a structured introduction to the field of global studies. Title VI funds (*Bgt A-iii-1*) will be allocated to provide course release for the introductory seminar instructor, a position that rotates among GS' core faculty.

Since 2012, GS has administratively housed the **Ph.D. in Development Studies**. This interdisciplinary program is the only one of its kind in the US. Drawing on over two dozen core faculty from CALS, SOE, the Law School, the School of Medicine and Public Health, and L&S, the program offers a rigorous social science foundation for scholars interested in international development. Most of its students come from developing countries and complete their Ph.D.s in 4 to 5 years. Unlike most doctoral programs, this degree prepares students primarily for practice rather than academic positions. Our alumni have gone on to work for UNICEF, FAO, the Inter-American Foundation, the World Bank, CARE, US Agency for International Development, US State Department, Habitat for Humanity, and a number of NGOs and government ministries.

We will hold **curriculum development competitions** to fill gaps in course offerings, most notably in the School of Education (*Bgt E-i-2; NRC CP2*). We will advertise a competition to the entire university seeking proposals for courses to be developed that address needs related to international education, anticipating 2 awards per year. Proposals will be evaluated on their contribution to developing global competency in future teachers. We will stress the need for collaborative, cross-disciplinary approaches and encourage partnerships not just across departments, but also between faculty inside and outside SOE.

For many years, GS funded and administered research circles focused on global themes, providing opportunities for graduate students to work closely with an interdisciplinary cohort of faculty. Although they have been discontinued for funding reasons, the research circle format, developed at the UW in the 1990s, continues to fulfill its promise as an incubator of fresh ideas and cross-disciplinary collaboration in the humanities, social sciences, and professional schools through various follow-on activities. For example, Global Studies continues to work with the World Literature/s group to follow-up on their highly successful 2009 and 2013 conferences by producing an anthology, formalizing institutional linkages, and supporting UW participation in

the highly esteemed international Hermes Consortium annual conference (*Bgt E-i-4*).

B. Academic and Career Advising. GS has an excellent and extensive advising infrastructure for degree and certificate programs, study abroad, research, internships, fellowships, and language study. Undergraduate academic advising is handled by one full-time and one half-time IS major advisor, who supervise a peer advisor. Majors meet with the IS advisor each semester and all IS students are encouraged to consult with International Academic Programs advisors for study abroad. The GS director and associate director provide advising for the GS doctoral minor and the Ph.D. in Development Studies. GS regularly coordinates with other offices to offer graduate workshops on dissertation proposal writing, fieldwork strategies, and scholarly publishing and presenting. GS' supervising dean's office employs a half-time fellowship advisor to help students prepare proposals for Fulbright, SSRC, and other grants. GS' online resource for students seeking information on international career, volunteer, and internship opportunities—***Go Global! @ UW-Madison (GG!)***—provides systematic tools for exploring international opportunities and is one of the most popular and well utilized resources on campus. Pioneering in content and format, *GG!* averages over 1,000 unique visitors weekly, more than 2/3 from outside Wisconsin, and more than a third from non-US domains. In addition, *GG!* is at the forefront on campus in using social media tools (blogging and Twitter) to disseminate timely information. This resource is available to all advisors on campus. In Spring 2014, L&S announced its major new Career Initiative, which will transform career advising, increase alumni engagement with students, and define and articulate the transferable skills learned in majors, certificates, and courses. In 2013, Wisconsin NRCs established a new cross-campus advising service (**Center for International Advising**) for students interested in exploring international opportunities available through campus resources and beyond. Housed in GS' offices, the CIA centralizes area and international advising expertise from multiple campus partners in a single location, not only bringing efficiencies to advising, but also fostering community among area studies students.

Research and Study Abroad. UW has a large and vibrant study abroad program, offering more than 120 programs in over 70 countries. In 2012-13, 2157 students participated from over 100

majors. The IS major sends the 2<sup>nd</sup> highest number of students abroad and all GS graduate students conduct research abroad. GS faculty help students make research connections in many different parts of the world. In just the last two years, GS graduate students studied in Brazil, Cambodia, Chile, China, Cuba, Germany, Ghana, Hong Kong, India, Kenya, Mongolia, Mozambique, Peru, South Africa, Thailand, and Uganda. To date, GS' SKJ has funded 125 graduate students for overseas research and internships, emerging as the primary source of seed funding for international doctoral research at UW-Madison.

*Access to Study Abroad and Summer Language Programs.* GS encourages students to join study abroad and summer language programs of other universities. In addition, every year, several of our students participate in summer language programs such as SEASSI (Southeast Asian languages), SASLI (South Asian), and GS' own APTLII (Arabic, Turkish, and Persian). Student access to other institutions' study abroad and summer language programs is facilitated by the UW's cooperation with other CIC institutions and our new collaboration with the Eastern Consortium, which has enabled us to add Turkish to APTLII (*Bgt. E-iii-3*). GS also relies heavily on the advising and placement services of the UW-Madison's study abroad office—International Academic Programs—and the office of International Internship Programs.

### **§3. Quality of Non-Language Instructional Program**

One of the world's great comprehensive universities, UW offers outstanding training in all fields. Internationalism has long been a Wisconsin hallmark, touching on all of UW's nearly 200 departments and programs. UW leadership in international studies, recognized by the American Council on Education and others, is also reflected in its 8 NRCs, Center for International Business Education and Research (CIBER), and nationally recognized summer language programs (APTLII, CESSI, SASLI, and SEASSI), as well as dozens of other globally oriented programs and centers. UW-Madison tied for 11<sup>th</sup> among public institutions in US News & World Report's 2014 edition of "Best Colleges" and 19<sup>th</sup> for the third year in a row in 2013 in the Shanghai Academic Ranking of World Universities; 23 of our doctoral programs ranked in the top 15% by the National Research Council in 2010, with another 13 in the top 25%. Most GS-

affiliated departments consistently rank among the nation's best in these and other rankings.

A. Quality and Extent of Center's Course Offerings. The range and quality of courses in the GS curriculum make it one of the country's most comprehensive international studies programs. In the past 2 years, 581 courses, spanning 81 departments in all colleges, with a total enrollment of over 50,000 students (graduate and undergraduate), were taught in our strategic languages and in international and global studies (App. 3). In the coming cycle, we plan a major curricular initiative with the School of Education (SOE): the **International Education FIG** (First-year Interest Group), a cluster of courses for future K-12 social studies teachers who expect to apply for admission to the School of Education. A FIG is a self-selected group of 20 first-year students who take 3 linked courses together to explore one theme in depth. The core course, "International Studies and the K-12 Classroom," which will be taught by Prof. Hawkins from SOE's Curriculum & Instruction and taken only by FIG members, will explore the history and current practices of integrating area and international studies into K-12 social studies curricula and classrooms, especially in light of common core and other national and state curriculum developments. FIG students will design an area studies module and teach it in a local school under the supervision of an experienced teacher. The two other FIG courses will be Anthropology 104 (Cultural Anthropology and Human Diversity) and Geography 340 (World Regions in Global Context). In each of the linked courses, the FIG students will have their own discussion section; their cultural anthropology section will be led by a teaching assistant with international experience and K-12 classroom interest and their world regional geography section will be led by GS and other NRC associate directors who are world area experts. The FIG will be offered every year, starting in Fall 2015. Title VI funds will be budgeted for two elements (the rest will be supported by the University): a Saturday colloquium midway through the semester, bringing 6 internationally experienced in-service social studies teachers from around the state to campus to share their knowledge and expertise with the FIG students and help them build networks that will serve them during and after their college years (*Bgt E-i-5*), and a graduate assistant (*Bgt A-iii-2*) to help Prof. Hawkins with logistics. (**AP** and **NRC CP2**)

Also in the area of undergraduate course offerings, GS will use Title VI funds to make significant improvements to an already strong major. We will provide funds to assist with **undergraduate academic advising**, an area of consistent bottlenecks preventing the major from growing (*Bgt. A-iv-3*). GS is the online home for the student-run **Journal of Undergraduate International Studies**, which we will continue to host. In addition, we will provide funds to bring guest speakers to campus for the IS major and the GS Ph.D. course, as well as for the benefit of the broader university and community (*Bgt. E-i-3*).

Courses available to professional schools: GS has worked in a variety of UW-Madison's professional schools to increase global awareness and make courses on global issues available to students outside the more traditional international studies areas. The **Global Health Certificate** program is one way that GS and its affiliates have had a powerful impact in this area. Launched in 2009, the Global Health Initiative featured GS seed funding and intense involvement from GS faculty from its inception. Now the Global Health Institute, it is an internationally recognized body directed by Nobel Laureate Jonathan Patz, with first-rate research, clinical, and pedagogical arms. The undergraduate Global Health Certificate is the educational foundation of the GHI. Through its 3 core courses—one of which is taught by GS director Richard Keller—and a broad range of electives and field experiences in which our faculty and staff are a dominant force, the certificate has graduated over 400 students since 2011 and has nearly 300 currently enrolled. (The core courses alone have enrolled nearly 2,500 students in the program's first 4 years.) The certificate is practice-oriented, and thus reaches primarily students who are interested in pursuing careers in the health professions. At the same time, the certificate has a strong humanities and social science component, as its architects—including Keller and GS affiliates—have insisted since the program's inception that a global health education must incorporate humanistic and cultural dimensions of health inequalities through a rigorous examination of the ways in which health overlaps with human rights, global security, and citizenship.

B. Depth of Specialized Courses. Undergraduate IS majors take courses at all levels. (See Appendix 2 and §2.A above.) GS graduate students take courses and seminars from the 300 to

900 level in dozens of departments and professional schools, as approved by their major advisors. Most advanced courses build on required lower-level prerequisites, with increased specialization at every level. Curricular depth is great, as expected at a major research university.

In addition to other curricular development activities outlined in this proposal, in the coming cycle, we will further magnify GS' impact and simultaneously deepen the availability of specialized courses by tightening our already close collaboration with the Global Health Institute, including and especially the **Undergraduate and Graduate Certificates in Global Health**. As exemplified throughout this proposal, global health is a critical element of our efforts to develop curricula and research around human rights, social justice, and global security. GHI's certificates engage over 300 students each year in course work and immersive learning around the world. Partnership with GHI will leverage our NRC effort in a number of ways. First, we can offer human rights modules and lectures in the Introductory Global Health course, as well as in high-volume electives in education, engineering, medicine, and other fields, where we can reach students who might not otherwise be exposed to human rights. Second, we can add human rights components to existing **global health field courses** around the world. Third, GS will develop new faculty-led field courses and internships related to human rights and global health. While Title VI funds would be used to add these new sections (*Bgt E-i-6*), the administration is already in place, including student recruitment, study abroad logistics and risk management, orientation, and structure for earning credits, representing significant in-kind support, facilitating rapid and efficient program development during the first year of the grant. GHI will also be an important co-sponsor and audience for our programming by promoting our events among their faculty, community, and student affiliates. Overall, collaboration with GHI will help us work effectively across campus, reach a wider range of students, and add experiential learning opportunities.

Finally, it is worth noting that GS collaborates closely with other units on—and employs one of the coordinators of—the **Wisconsin International Scholars Program (WISc)**. WISc is an undergraduate honors enrichment program for students interested in global affairs, cultures, and languages. The goal of the WISc program is to build global competence and citizenship for

undergraduates from a variety of disciplines and majors. We expect WISc scholars to become leaders in their chosen fields and believe that a global perspective is an essential element of this leadership. Programs like WISc, while not academic courses per se, significantly enrich and deepen international learning and cultivate greater global competency.

C. Interdisciplinary Courses. As outlined in §2.A, the IS major is fundamentally interdisciplinary and the required gateway course is team taught by professors from such disciplines as anthropology, communication, and political science. Each of the tracks in the major includes a senior capstone seminar (one of which is taught by the GS associate director), all of which are fundamentally interdisciplinary. Of the 416 courses listed in App. 2, 30% are crosslisted in 2 or more disciplines. However, even courses listed in a single discipline often include materials from other fields. At the graduate level, the GS Ph.D. minor and the PhD in Development Studies are interdisciplinary and anchored by a required interdisciplinary seminar. GS' companion thematic and area studies programs, such as SAGE, Global Legal Studies, Global Health, and of course the globe-covering range of NRCs, are similarly interdisciplinary.

D. Non-Language Faculty. Almost all of GS' core faculty (App. 3) and instructors of our courses (App. 2) are tenured or tenure-track, with temporary lecturers rarely employed. Exemplifying the excellence of our faculty as well as the backing we receive from the university is that, in 2011, the IS major hired 2 new faculty members on MIU funding (p. 5). Stephen Young studies microfinance and development in South Asia. Through his effective delivery of IS courses, including a new upper division course on Global Poverty, he has developed a strong following among our undergraduates and has already won several teaching awards. Erica Simmons is a comparative Latin Americanist who studies access to water. She is also an outstanding teacher who has added new courses to the IS curriculum on Comparative Social Movements and Global Food Security. Along with Scott Straus, an award-winning Africanist who studies genocide in Africa, and GS director Richard Keller, who teaches on global health, environment, and citizenship, these new faculty have enabled us to build a strong curriculum on global human rights broadly construed. Just as important, these hires have enabled us to build a sense of

community among IS majors. As an interdisciplinary program drawing from dozens of departments in virtually all of UW-Madison's schools and colleges, it is critical to establish this kind of core to the major. By providing a common set of offerings, these core faculty have established a strong degree of intellectual coherence in the curriculum and community of majors. *Pedagogy Training of Instructional Assistants*. Teaching assistants have ancillary roles, leading discussions in large lecture courses, conducting office hours, and evaluating student assignments. TAs are always trained and supervised by faculty. Moreover, UW provides multiple opportunities for general and specialized training (including on diversity and equity) and requires faculty supervisors to evaluate TA performance in the classroom and discuss this with the TAs.

#### **§4. Quality of Language Instructional Program**

A. Extent of Language Instruction. Sixty-three modern languages and another 27 classical languages are currently taught at UW-Madison, home to 11 internationally prominent departments of language and literature, 9 prestigious area studies centers covering every world region, and a national language flagship (Russian). App. 3 shows the large number of courses taught in GS' target languages. Campuswide, at least 4 semesters of instruction are regularly offered in most languages, including all of GS' target languages, with 6 or 8 semesters available in many. Students can live in one of 6 language houses (including for Arabic and Portuguese). Although GS students take full advantage of the array of languages offered at UW, we will focus our Title VI resources on the following languages of strategic and transnational significance: **Arabic, Chinese, Hindi, Indonesian, Persian, Portuguese, Russian, and Turkish (FLAS CP)**, all taught in highly respected departments that provide a wide array of training opportunities.

Based on the principle that language learning occurs best in full immersion, the GS-administered **Arabic, Persian, and Turkish Language Immersion Institute (APTLII)** employs a communicative, performance-based, and context-oriented approach. To integrate reading, writing, listening, and speaking with cultural skills, students sign a contract agreeing to use the target language exclusively in and out of class. At the end of each level of instruction, students demonstrate greater facility of communication, broader understanding of how to engage



in historical and socio-cultural contexts, and expanded individual capabilities in adapting language skills for life-long learning. In fact, based on pre- and post-APTLII Oral Proficiency (OPI) Tests, we are proud to say that our students improve proficiency on the ACTFL scale by an average of two steps. From its founding in 2004 with 3 levels of Arabic (adding Persian in 2005) through 2014, APTLII has enrolled 510 students ranging in age from 16 to 65. Since its first year, when it received an innovation award from the North American Association of Summer Sessions, APTLII has generally been considered the best program of its kind for Arabic after the far-more expensive Middlebury program and is the only program of its kind in Persian. In 2010, with support from the Eastern Consortium, we added Turkish immersion, another national first. In addition to an experienced, full-time program coordinator, APTLII is directed by the GS Associate Director, who holds a PhD in language and has extensive instructional and pedagogical experience. GS will continue to support this unique and valuable national resource directly in the coming cycle (*Bgt A-ii and E-iii-3*) and we have also budgeted for OPI training for our instructors, which will enhance pedagogy in the program and save the program money in the long run as it will no longer be reliant on expensive outside testing (*Bgt E-iv-2*).

GS collaborates with other nationally recognized summer language programs. The Central Eurasian Studies Summer Institute (CESSI) initiated instructional programs in 2011 and offers instruction in critical Turkic languages. By incorporating formal pedagogical training, rigorous pre- and post-program testing, and systematic evaluation,

**Table 4.2: Language Enrollments**

Language	Fall 2012	Spring 2013
Arabic	160	150
Chinese	382	375
Hindi	54	37
Indonesian	11	7
Persian	20	18
Portuguese	168	128
Russian	218	176
Turkish	7	13

CESSI ensures high-quality instruction and state-of-the-art assessment of outcomes, all of which significantly complement Turkish in APTLII (*Bgt E-iii-2*). GS also collaborates with Latin American Studies on the nationally recognized biennial Summer Intensive Portuguese Institute (*Bgt E-iii-1*). The Portuguese summer program, which has been offered every other year since 1985, is faculty taught, regularly enrolls 12-15 students annually, and consistently gives students both significantly increased proficiency and high levels of satisfaction.

Enrollment. Enrollment numbers in our target languages are strong, (see Table 4.2). In addition, APTLII 2014 was attended by 19 Arabic students, 8 Turkish students, and 23 Persian students. For all language enrollments related to GS, see App. 3. Our objectives in the coming cycle are to increase the number of students, especially non-traditional language students such as those in professional schools and minorities, in all of our target languages. (See §9 and Appendix 4.)

B. Levels of Language Training. All GS target languages are taught every year at a **minimum of 3 levels—beginning, intermediate, and advanced**, with many offered at the high-advanced (4<sup>th</sup> year) level. In addition to language courses proper, courses are also available in all languages on literature and culture. Most offer profession-specific classes and all can be studied at the graduate level. Given national security demands and the areas of national need as defined by the US Dept. of Education, we will focus on maintaining and increasing capacity in Arabic, Persian, and Turkish by growing our summer immersion program, which already offers 3 levels of Arabic and Persian, and we will add a 3<sup>rd</sup> level of Turkish to the 2 that are currently offered. Multiple levels of training are also supported by GS through other summer programs described above.

Availability of Courses in Appropriate Foreign Languages. A variety of courses are available in target languages beyond those in language, linguistics, or literature. The immersion environment of our summer Arabic, Persian, and Turkish program offers training in history, civilization, and culture, all in the target language. The nationally recognized summer intensive programs for our other target languages (SASLI for Hindi, the Portuguese Institute, and SEASSI for Indonesian) also offer both language and non-language instruction. UW-Madison houses a Flagship program in Russian which continually develops language-across-the-curriculum courses. GS strives to encourage students in the fields of science, technology, engineering, and mathematics to achieve foreign language proficiency. We target these fields in our FLAS recruiting and also support study abroad programs that serve these populations.

C. Faculty. Almost all languages at Wisconsin, especially LCTLs, are taught by permanent faculty and highly trained lecturers strongly committed to communicative pedagogy. Some introductory levels are taught by native-fluency lecturers and TAs under the close guidance and

tutelage of professors. Instructors and language coordinators in all of our languages are tenured or tenure-track. Four of GS' target languages are taught in Languages & Cultures of Asia (LCA), home to an invaluable UW resource: LCTL Pedagogy Coordinator Erlin Barnard is a well-known specialist in language pedagogy and Second Language Acquisition. She runs monthly workshops for LCTL teachers, in which all language teachers in African Languages & Literature (ALL) and LCA are required to participate. Many of the faculty in ALL and LCA have significant experience in teacher training and proficiency testing, as well as in their respective languages. For example, Dustin Cowell is a former board member of the American Association of Teachers of Arabic and past Director of the Center for Arabic Study Abroad.

Language Pedagogy. Wisconsin has a long tradition of communicative teaching shaped strongly by the ACTFL proficiency guidelines. UW faculty regularly offer training workshops for new TAs and interested faculty on communicative language teaching methodology. Many instructors in our targeted languages have participated in ACTFL-sponsored workshops on performance-based teaching and oral proficiency testing. Several of our language teachers, including Cowell (Arabic) and Uli Schamiloglu (Turkish), have organized and taught national workshops on proficiency-based teaching. Pedagogy is also supported by the UW Language Institute, which fosters collaboration among teaching units on campus. The Institute sponsors conferences on innovative teaching technologies, performance-based language teaching, and orientation sessions for incoming language TAs and helps us to structure pedagogy orientation for APTLII each year.

D. Quality Measures of Language Program. Performance-based Instruction. Enrollments in first-year language courses are capped at 24 to ensure effective learning. Instruction is intensive with classes meeting 5 or more classroom hours per week plus additional time in the language lab. Placement is competition-based and all instruction is performance-based, with continual assessment and evaluation of performance. Oral proficiency and communicative competence are the driving forces behind all language classes.

Adequacy of Resources for Teaching and Practice. The UW has excellent infrastructure for language instruction, including state-of-the-art language labs and “smart” wired classrooms

equipped with extensive audio, video, and online tools; an in-house cable system for broadcasting to classrooms and dorms; satellite TV from most countries (including those in our target languages); 4 media labs; and extensive video conferencing facilities. As indicated in §5, UW libraries have one of the world's best collections of language materials. Evidence of the strength of UW-Madison's language programs is that according to data obtained through IPEDS (Integrated Postsecondary Education Data System, US Dept. of Education Institute of Education Services), we are the #1 US university in number of undergraduates who major in a language.

Language Proficiency Requirements. Foreign language requirements are high across campus and in line with the National Standards for Foreign Language Learning and/or ACTFL Proficiency standards. All courses are guided by performance goals for proficiency in each of the 4 mandated skills. Teaching is done either by faculty familiar with proficiency-based methods and trained in ACTFL or equivalent outcome assessments or by trained TAs who follow faculty-established programs. Faculty in Second Language Acquisition teach methods courses available to all language instructors. All L&S undergraduates must pass either a 4<sup>th</sup>-semester course in one foreign language or a 3<sup>rd</sup>-semester course in one language and a second semester in another. IS majors must take a minimum of 5 semesters of language. For the last several years, all GS FLAS fellows have been required to take **pre-and post-program proficiency tests** for each year they receive a fellowship. Campus requirements and Wisconsin standards for language also extend to preparation of elementary foreign language teachers (*NRC AP*). In SOE, students must meet the ACTFL Intermediate High standard before beginning student teaching. In all departments, TAs must demonstrate oral and written proficiency in the language they are going to teach.

## **§5. Strength of Library**

A. Strength of Library Holdings. UW-Madison boasts the 11<sup>th</sup> largest research collection in North America, with total holdings in 2011-12 (the latest year for which rankings are available) of 8.5 million volumes, about one third in foreign languages, across 40 specialized libraries; holdings are expected to increase to 9.1 million volumes when the 2012-13 report is out. UW's library is ranked 25<sup>th</sup> overall by the Association of Research Libraries (ARL), which evaluates

physical holdings as well as electronic resources and current investment, with more than \$24,000,000 in annual expenditures. In addition, the UW-Madison libraries contain over 76,800 serials, 6.4 million microfilm titles, over 353,600 audio materials, and hundreds of thousands of government documents, maps, musical scores, and audio-visual materials. Each year, UW-Madison Libraries receive over 4.3 million visitors, get over 47 million hits on the online catalog, and host over 7 million user sessions in Digital Collections. A recent keyword search for materials on globalization found tens of thousands of titles directly related to the topic in the catalog, a number that grows significantly year after year, in part attributable to GS' support.

Outreach and accessibility to citizens of Wisconsin and the world have been primary goals: out of 115 reporting institutions in the ARL, the library ranks 3<sup>rd</sup> in numbers of items lent to other libraries (104,282); its librarians gave 1850 presentations to student and other groups in 2012-13 for a total number of participants of 32,093 (in the top 5 among ARL members, including the Library of Congress); and UW-Madison librarians annually respond to over 100,000 reference questions. UW-Madison's online catalog indexes materials in over 400 languages and our libraries are internationally known for their stellar research collections in African, East Asian, East and West European, Latin American, and South and Southeast Asian studies. For the last several decades, the UW-Madison Libraries have responded to teaching and research interests of new faculty hires and to growing student interest in such international studies-related areas as global security, global economy, genocide, human rights, migration, geopolitics, fair trade, global warming, and child labor by expanding major collections in these areas. With their strong public service philosophy, UW-Madison Libraries staff facilitate use of the collection through reference, research, liaison, and instruction services. Online aids such as the globalization research guide help students on complex topics related to international studies. Institutional Financial Support of Library. UW-Madison Libraries employ one of the largest number of international studies bibliographers in the country. Total institutional expenditures for all library materials tops \$10 million per year with about a third of that spent on international materials. Salaries and wages of international studies staff (bibliographers, catalogers, technical

staff, and student assistants) amount to nearly \$2 million. Approximately 10% of the \$423,785 base allocation for the social sciences is spent on materials related specifically to global studies. In addition to this strong support, GS has provided over \$25,000 for the development of a strong collection on globalization and the inequities engendered by its spread, often referred to as the “global countercurrents” collection. Materials of interest for this collection cover all disciplines related to globalization and all countries regardless of format or language of the publication. This collection is overseen by Global Studies bibliographer, Emilie Songolo, and a staff of about a dozen colleagues. GS will allocate funds for acquisitions to keep up with the publication output from various countries (*Bgt. D-i-1*). GS is also requesting funds for staff development and participation in professional activities that foster reflection and work on the challenges that globalization poses for libraries and repositories (*Bgt. D-i-2*).

**Table 5.1: Cooperative Library Access Arrangements**

Arrangement	Description	Participants
On-line access to all UW System collections	Interlibrary loan requests and direct download of materials	Worldwide access
Committee on Institutional Cooperation (CIC)/Virtual Electronic Library	Priority service & rapid delivery for reciprocal lending. Access to all CIC online catalogs & auto processing of interlibrary loan & copy requests	Big 10 Universities, plus Univ. of Chicago
Center for Research Libraries (CRL)	Integrated online catalog for foreign dissertations and holdings of international materials	Over 200 research libraries & associated institutions
OCLC agreement	Shared use of services to locate, acquire, catalog, preserve, and lend library materials.	Over 72,000 libraries in 86 countries & territories.
CRL-Area Microfilm Projects (AMPs)	Preserve & make accessible to scholars unique, uncommon, & endangered materials. Often work with international partner institutions to safeguard historical documentation & cultural heritage resources using traditional & digital preservation techniques.	Six independent regional groups (Africa, Latin America, Middle East, South Asia, SE Asia, and East Europe)
Latin Americanist Research Resources Partnership (CRL-LARRP)	Shared access to research resources; UW focus is materials about Afro-Latin America	North American, Latin American, & Caribbean libraries

B. Access: Cooperative Arrangements with Other Institutions. Wisconsin’s libraries are major national resources that play a pivotal role in supporting research and teaching worldwide, as evidenced by its 3<sup>rd</sup> place ARL ranking in total interlibrary lending. When UW faculty or students need additional materials, cooperative and reciprocal agreements with other universities

(Table 5.1) ensure that they have ready access through online and interlibrary loan options. The online UW Interlibrary Loan Service links to every institution of higher education in Wisconsin. The libraries use new technologies (such as proxy authentication) to ensure that catalogs, databases, reference materials, government documents, and bibliographic management tools are available to staff, faculty, and students from anywhere in the world. UW-Madison remains an active member of consortia such as the CIC (Committee on Institutional Cooperation, which comprises the 14 Big 10 schools plus the University of Chicago), CUWL (Council of the University of Wisconsin Libraries), and Hathi Trust, a collaboration of CIC universities, the University of California system, and Columbia University to establish a digital repository to archive and share collections. These consortia enable UW to negotiate discounted database licenses, coordinate resource sharing, control expenditures, maximize expertise, and establish collaborative research and preservation projects. Several regional bibliographers have also set up exchange programs whereby libraries in other countries supply to the UW-Madison, free of charge, publications from and about that country in exchange for library serials and monographs.

Access: Availability to Users from Other Institutions. As a public institution, UW's libraries provide service to the general public, including K-16 teachers, faculty, and students. UW-Madison Libraries provide enhanced public access to scientific, cultural, educational, and historical resources that promote community welfare and economic development and collaborate with public schools and libraries, industries, and local governments to disseminate information in the public interest. Our open-door policy sets no restrictions on in-house resource use, and state residents may establish borrowing privileges. Close to one million volumes are circulated each year, with 75% of ILL requests coming from outside Wisconsin. Electronic resources are a growing part of UW's library collections. Currently over 39,000 journals are available electronically, as well as 5,000 e-books. These resources are accessed through more than 650 databases in the UW-Madison Libraries online catalog.

## **§6. Quality of Staff Resources**

UW-Madison is a national leader in many international studies disciplines. With over 2000

faculty and a similar number of instructional staff on campus, the number of professionals working on global and transnational issues is substantial. Over 500 faculty and staff are associated with international programs, a number that increases every year as departments and cluster hiring initiatives now commonly focus on interdisciplinary and international areas of research. Thus, the wealth of available human resources is impressive, but from a programmatic standpoint, GS confronts the challenge of creating a coherent intellectual community from this expansive pool of prospective participants. With this in mind, GS aims its programming at nurturing the campus global studies community.

A. Qualifications of Faculty. As App. 3 shows, our faculty come from 10 schools and colleges (52 departments) and the library. As expected at UW-Madison, the quantity and quality of scholarly output is very high. GS faculty have published hundreds of academic books and essays in refereed journals and scholarly anthologies. (The citations in App. 3 are both self-reported and space-limited and thus only a sampling of the volume of publication by our faculty.) In just the past year, faculty have won many prestigious honors and grants, including Guggenheim, MacArthur, SSRC, NEH, and Spencer Foundation awards, as well as a National Medal of Science and a number of endowed chairs. Wisconsin has always prided itself on its almost complete reliance on tenured and tenure-track faculty. Of our core GS faculty, 71% are tenured, 21% tenure track, and 8% non-tenure track professional staff. About 70% of our faculty are in L&S, but in recent years we have reached out to other colleges and professional schools and representation from these units has increased significantly.

Professional Development Opportunities. Nearly all of the 146 core GS faculty members had recent professional experience abroad with many trips funded by extramural grants. Others were supported through competitive applications to the Wisconsin Alumni Research Foundation, which has the largest internal research endowment controlled by any public university in the US. New university faculty receive substantial start-up grants for research and curriculum development from the Graduate School. In order to maintain UW's competitiveness with other nationally prominent institutions, GS and others have worked to structure attractive retention



packages for those who receive outside offers. Title VI funds leverage university and extramural resources; between 2004 and 2012, GS provided \$15-40,000 per year for **faculty research circles** (matched by over \$500,000 from DIS). (See also page 3 on faculty development.)

Teaching, Supervision, and Advising. All GS faculty are full-time teachers who devote at least 50 percent time to instruction, supervision, and advising. UW does not make faculty appointments devoted solely to research, outreach, or administration. GS faculty surpass UW instructional and advising norms. Most GS faculty have traveled overseas to mentor student research projects, lead short- or long-term study abroad courses, and organize workshops and conferences.

B. Faculty Participation in Center Governance and Staffing. GS is governed by its director, who consults regularly with our Faculty Steering Committee. All former directors of our undergraduate IS major and the Global Studies bibliographer serve on the committee automatically. The rest of the membership comprises faculty representing other UW centers and/or initiatives, professional schools, programs that teach our strategic languages, and various social science and humanities departments. The committee currently comprises Jo Ellen Fair (Journalism), Richard Keller (Medical History and Bioethics, Director), Jon Pevehouse (Political Science), Gay Seidman (Sociology), Erica Simmons (Political Science), Steve Smith (Global Studies), Scott Straus (Political Science), Jolanda Vanderwal Taylor (German), and Stephen Young (Geography). The GS director is elected by the GS faculty to a 3-year term (subject to annual renewal); all core GS faculty are eligible to serve as director. The director currently receives a course release and a 10% temporary base adjustment in compensation. The GS director is actively engaged in the day-to-day administration of the center and meets formally with the Steering Committee at least once per semester. Given the sheer number of GS-affiliated faculty, regular meetings are problematic; however, the GS director and associate director frequently confer by email with the faculty and we strive for at least annual meetings in person. All GS programs follow UW norms of faculty governance. Faculty serve on several GS committees: fellowships, travel grants, and outreach. Professional schools are well represented and all committees are balanced in terms of gender, race, and ethnicity.

Staffing of Administration and Outreach. GS' success depends largely on its highly qualified staff. The UW, non-federal grants, and revenue-generating activities currently cover the director, 50% of the full-time associate director, 60% of a full-time clerical/financial specialist, and 100% of our summer language coordinator. For the 2014-18 cycle, we propose Title VI support 25% of the associate director (*Bgt. A-i-2*), 40% of the clerical/financial staff (*Bgt. A-i-3*), a 25% events coordinator, as well as one month of summer salary for our outreach coordinator (*Bgt. A-iv-2*), student hourly support (*Bgt A-i-5*) and 25% of a technical and web support position (*Bgt A-i-7*).

Richard C. Keller, the **director of Global Studies**, the International Studies Major, and the Development Studies Ph.D., is professor in the Department of Medical History and Bioethics in the School of Medicine and Public Health. He is also affiliated with the Institut de Recherche Interdisciplinaire sur les enjeux sociaux in Paris. He is the author or editor of 4 books and over a dozen articles and chapters that explore the historical and social dimensions of contemporary global health and citizenship. He has also served on several international research committees, including the International Council for Science and the French Ministry of Health's Research Mission. His work has been sponsored by the National Science Foundation, the Andrew W. Mellon Foundation, the city of Paris, and the French national government. He has conducted extensive fieldwork in France and in francophone Africa.

**Associate Director**, Steven K. Smith, has extensive experience in international project administration, having served in this capacity at GS for 10 years and in the same position at the internationally renowned UW Land Tenure Center for 7 years. As co-chair of WIOC, he organized a national outreach conference in 2006 and greatly increased the profile of that consortium within and outside the state. He served on the II Advisory Committee, a key body with regards to international studies at UW, when that was a peer-elected (and later dean-appointed) position (all associate directors now sit on that body), and also on the Centers Coordinating Committee, which laid the groundwork for structural changes campuswide in international studies that are ongoing. He holds a Ph.D. in Brazilian literature and a master's degree in international studies with a focus on human rights.

**Events Coordinator** Mark L. Lilleleht holds a master's in African Languages and Literature and has worked extensively with the various UW NRCs on summer language institutes, event planning, and fund development. He has led *Go Global!* since its inception. He served on the Executive Council of the African Literature Association (ALA) and chaired its Issues Committee. He is co-editor of *North-South Linkages and Connections in Continental and Diaspora African Literature* (2004) and currently edits the African Poetry Review.

In order to provide coherence to the intrinsically broad and diverse outreach programming inherent in a global center, GS has selected a senior SOE faculty member as our **Outreach Director**. Prof. Maggie Hawkins will work with WIOC members and GS' event coordinator on the design of the outreach activities described in §7 below both to ensure a global scope as well as to guarantee the inclusion of the latest and most applicable research and pedagogy elements into our programming. Hawkins is professor in the Department of Curriculum & Instruction and also chair of the UW SOE Global Education Committee. She works at the intersection of education and applied linguistics, having served as Director of ESL & Bilingual Programs as well as Associate Director of the Ph.D. Program in Second Language Acquisition. In addition to her academic work on languages and literacies domestically and abroad, Hawkins has worked with students, teachers, and researchers in China and Uganda. (*NRC CP2; Bgt A-iv-1*)

C. Underrepresented Groups. As detailed in GS' GEPA statement, we are in strict compliance with Section 427 of GEPA. GS actively solicits for consideration at any level of employment members of groups who have been traditionally underrepresented and all job openings are advertised in conformity with EO/AA criteria.

### **§7. Outreach Activities**

Wisconsin has a rich tradition of meaningful outreach. GS, alone and in collaboration with the Wisconsin International Outreach Consortium (WIOC) provides extensive outreach to in-service and pre-service teachers, post-secondary institutions, businesses, and the public. While there are teacher training activities in other parts of this proposal as well, it is primarily in this section that GS' excellent and ongoing work in this field is exemplified (*NRC AP*). Programming planned

for the coming cycle and described in detail below has been designed in close collaboration with specific Minority-Serving Institutions designated as eligible Title III and Title VI programs (*NRC CPI*) to provide opportunities to pre-service teachers in schools of education and teacher preparation programs (*NRC CP2*). GS outreach activities will be coordinated and overseen by our faculty Outreach Director (see p. 26), an international education expert in the School of Education, to ensure not only a coherent program, but also that the most up-to-date research and pedagogy are incorporated into all activities.

*Elementary and Secondary Schools* – GS faculty and staff provide ongoing support for outreach programs aimed at K-12 students and teachers. Each year we reach several hundred pre- and in-service teachers and many more students through classroom visits, teacher workshops, professional development programs coordinated with the Madison Metropolitan School District and Wisconsin Department of Public Instruction, and education conferences sponsored by state organizations such as the WI Council for Social Studies, WI Association of Foreign Language Teachers, WI Society of Science Teachers, and the WI Association for Middle Level Educators. We conduct workshops for K-12 teachers on a variety of global topics, including (but not limited to) global health (2014), ceremonies and rituals (2013), development and aid (2011), folk tales (2011), global economics (2011), women and democracy (2013), migration (2008), humanitarian assistance (2011, 2012, 2013), and security (2010). GS' programming geared directly towards students has exposed more thousands of Wisconsin K-12 students to internationally focused programming, including cosponsorship of UW's annual **International Children's and Young Adult Literature Celebration** (ICYLC). GS will continue its support of this highly successful event (*NRC AP; Bgt. E-ii-2*). ICYLC invites authors from different world areas to interact with teachers, librarians, and children's literature enthusiasts with the aim of encouraging internationalization of statewide reading curricula and library collections. In the past 3 years, more than 650 participants have attended the workshop and related readings. Other outreach programs include ICYLC school and library visits (2010, 2011, 2014), World Languages Day (annually), and World Cinema Day (annually). **World Languages Day** (WLD) brings over 700

high school seniors to Madison each year from as many as 30 school districts for a day of programming on UW languages, with emphasis on LCTLs. Every year, sessions deal specifically with GS target languages, and many others are led by GS and WIOC faculty and staff. Modest Title VI funding (*Bgt. E-ii-5*) helps to leverage other resources for this important activity, which has been emulated by state universities nationwide and we have recently added a separate WLD for the community at large. In 2010, GS assumed responsibility for the successful **World Cinema Day** program, which each for the last decade has brought 400-700 high school students to Madison to screen and discuss award-winning films from around the world (*Bgt. E-ii-6*). In the coming cycle, WIOC will add a new program along these lines—**Global Cultures Day**—targeting Middle School students (*Bgt E-ii-8*).

Reaching K-12 students in the state directly is a WIOC and GS priority. Critical sectors of our state population, particularly in rural communities, struggle to adapt to the changes brought on by globalization. A rural school task force chaired by WI Representative Mandy Wright concluded that many—if not most—rural students in the state are not exposed during their K-12 education to curriculum that integrates in depth multicultural pedagogy. In addition to the programs above, WIOC will reach out directly to rural school districts to address this growing gap. We will design programming that offers direct exposure to advance students' global competency through **training for pre-service/education students, teachers, and administrators** in Wisconsin's most rural school districts via a globally focused, one-day learning experience. Partnering with teacher education programs at Wisconsin's MSIs, these events are described in greater detail in section B below.

B. Post-secondary Institutions. GS provides diverse outreach programming to post-secondary students, teachers, and community members in Wisconsin, the Upper Midwest, and beyond. In just the past year, GS sponsored or co-sponsored over 100 **workshops, seminars, and conferences**, including serving as the first US host for the European comparative literature graduate Hermes workshop. Overall, our event attendance for the year was well over 7,500. The UW hosts more than a dozen public presentations and events on international issues every week

of the academic year, all listed and promoted through GS' own weekly *Global Happenings* e-newsletter. One of our outreach activities planned for fall 2014 is a collaboration with the Nelson Institute for Environmental Studies and the Center for Culture, History, and Environment on an event titled "**The Anthropocene: Cabinet of Curiosities Slam**" to take place in Madison, with a follow-up workshop in Stockholm and an exhibit in Munich in 2015. This event departs from the traditional conference workshop, replacing panels with ten-minute short expositions on objects of the Anthropocene. If we are living in a new geological era in which humans are the dominant shaping force of the earth's ecosystems—which the Dutch atmospheric chemist Paul Crutzen described as the Anthropocene in 2001—then what objects can serve as artifacts of this transition and how can they help to chronicle impacts on human and natural systems alike? In the spirit of spoken-word slams, contributors will pitch an object for the Anthropocene that asks us to rethink humanity's relationship to time, place, and the agency of things that shape planetary change. Based on the audience response at the slam, contributors will be invited to participate in the design of an Anthropocene cabinet of curiosities as part of a larger exhibit being planned by the Deutsches Museum in Munich. The event features a keynote talk from Elizabeth Kolbert, author of *The Sixth Extinction: An Unnatural History*. GS will co-sponsor this event (*Bgt E-ii-7*), extending invitations to participants from community colleges and tribal college partners throughout Wisconsin. In an atmosphere in which anthropogenic climate change has engendered unequally shared burdens, it is critical to ensure the full participation of the most affected communities in a dialogue about the relationship between people and nature in the 21<sup>st</sup> century. Above all, the concept of the Anthropocene engages the question of indigeneity (see p. 33): who belongs to the land, and to whom does the land belong? Whether the issue at hand is mining rights in Wisconsin, logging in Indonesia or Brazil, or the desalination of water in the Persian Gulf, the Anthropocene provides a critical frame for imagining the relationship between environment and sustainability as human rights.

GS will also cosponsor the **Tales from Planet Earth Film Festival**. A biennial event that has now become the largest free environmental film festival in the world, Tales showcases global

environmental films on the belief that stories are the primary engines of global change. To that end, the festival links compelling narratives of films to engagement efforts of community partners working for environmental and social justice in Wisconsin and the world. The festival explores how stories told through film shape our understanding of nature and inspire action on behalf of environmental justice and the diversity of life. Since its inception in 2007, GS has been a partner in the festival. GS hopes to offer its continued support with the goal of building community engagement on global environmental justice and human rights issues. Film has the capacity to draw the community's attention to otherwise overlooked issues on a massive scale: this festival has reached thousands in the Madison community and beyond. GS will curate specific films and panels that highlight the global dimensions of environmental rights in an era of worldwide climate change. (*Bgt E-ii-12*)

Growing out of earlier collaborations on a highly successful series of Model-UN-style simulations, GS collaborated on the **Millennium Development Goals Awareness Project (MDGAP)**, designed to produce global-ready undergraduates by raising awareness of the UN MDGs on campus and by linking interested students to relevant research, community service, and volunteer opportunities. GS funds leveraged other campus resources to further MDGAP's goals through classroom and student group presentations, campuswide forums, a high profile speaker series, student trips to the UN, and the provision of information and resources on volunteer, internship, and research opportunities. In the coming cycle, GS will work with ISS to transition the MDGAP program into a broader **UN-centered cluster of activities** that acknowledges the evolution of the MDGs post-2015 and further deepens the study of the UN on our campus. The first step in this process will be to officially affiliate UW-Madison with the UN through the **United Nations Academic Impact** program. Under that umbrella and in collaboration with other internationally oriented student groups, we will work with our campus International Internship Program (IIP) to increase the number of globally themed opportunities (both in the US and abroad) for UW students and to develop more coherent linkages with International Studies Majors, particularly those in the new Human Rights option. We will also

build on MDGAP's strong on-campus record of raising awareness of international issues and increasing student involvement through a series of activities and events in Madison. The first of these will be centered on UW's annual Go Big Read all-campus book selection, which this year is *I Am Malala*. As this book so clearly connects to several MDGs, including education and women's empowerment, this will be an excellent opportunity to showcase the expansion of the MDGAP project into a broader set of activities. (*Bgt E-ii-11*)

In order to provide extensive and deep **pedagogy training for post-secondary teachers**, particularly from community colleges and Minority-Serving Institutions, GS has designed a multipronged approach that will ensure lasting impact. We will continue to conduct **critical K-12 teacher training professional development workshops**. Rather than bringing teachers to Madison, WIOC members will partner with four Minority-Serving Institutions (MSI), all designated Eligible Title III and Title V programs in Wisconsin, to host each workshop. Based on surveys of past workshop participants and discussions with the MSIs, the following teacher training workshops will be offered: Teaching Current Events: Conflicts around the World (UW-La Crosse, year 1), Teaching about Genocide and Crimes against Humanity: International Law and Impunity (Carthage College, year 2), Understanding the Complexities of International Trafficking: Humans, Drugs, and Weapons (UW-Eau Claire, year 3), and Developing and Teaching a Global Studies Curriculum: Best Practices from K-12 Teachers, Administrators, and Education Specialists (Alverno College, year 4). (*NRC CPI; Bgt E-ii-1*)

We will also partner with Madison College (MATC), a 2-year institution a few miles from our campus with an annual unduplicated headcount enrollment exceeding 40,000 students, which is in the process of creating—with considerable input from WIOC and GS—a 15-credit Interdisciplinary Global Studies Certificate Program. One challenge the organizers of the certificate face, however, is the limited number of courses offered at MATC. This has led to the creation of our new **Community College Passport Program**. Through procedures carefully worked out with MATC and UW-Madison administrations, we will significantly expand course options for certificate students by opening selected IS and area studies courses to MATC



students for MATC credit. Our Passport course list will grow, but for the first year, 2015-16, we will open our introductory IS survey course to MATC students and we will open all of our language courses. We will launch the Passport program with resource fairs for prospective certificate students in fall 2015. (*Bgt E-ii-10*; **NRC CP1**) GS and WIOC will also collaborate with MATC to host **pedagogy support and training to Wisconsin Technical College System (WTCS)** faculty and staff, through Madison College's annual International Institutes for professional development. Running since 2006 and launched with assistance from GS, these International Institutes have established a regional reputation and regularly bring together 50-80 community college and public and private undergraduate educators from throughout Wisconsin and northern Illinois. GS will collaborate in providing speakers, resources, and content development for these workshops in the coming cycle as follows: Cultural Sensitivity and Global Competency for Health Care Workers (year 1), Infusing Global Diversity in Multicultural Learning Pedagogy (year 2), Best Practices in Pedagogy for Language Learning (year 3), and Global Dimensions of Environmental Studies (year 4). This partnership with WTCS and Madison College will not only deepen the quality of learning and professional development for community college educators regionally, but also will connect them to resources at UW and raise awareness of other outreach opportunities.

For the past several years, GS collaborated with the University of Washington's global NRC and others to produce workshops on International Humanitarian Law and Human Rights for Community College Instructors. These successful workshops, held in a different state each year, were led by experienced certified trainers from the American Red Cross to help community college faculty integrate teaching on these issues into their courses. In the coming cycle, GS will build on this relationship to develop a **Community College Master Teacher Institute (CCMTI)** (*NRC AP & CP2*; *Bgt E-ii-4*). NRCs at the University of Washington have partnered with their local international education association on this kind of institute since 2003. Designed specifically for community colleges, the CCMTI brings together faculty who are interested in incorporating new information on international studies into their teaching and mentoring and

networking with their peers. Over 275 faculty from MSIs and community colleges across Washington State have participated in the workshop benefiting from the expertise of Jackson School faculty, staff, and affiliated researchers. During this grant cycle we plan to send at least one faculty member to the Washington CCMTI in years 1 and 2, accompanied by an administrator who will observe the Institute with the plan of replicating and hosting a comparable CCMTI at Wisconsin in years 3 and 4.

In addition to programming with Title III and Title V institutions described elsewhere in this proposal, the combined area and international studies programs at UW-Madison have designed a major initiative to help our faculty colleagues at the College of the Menominee Nation (CMN) build a new certificate program in Indigenous Studies (see support letter in appendix 5). Carefully and collaboratively developed through meetings on the Menominee campus with CMN's chief academic officer and the anticipated faculty director of the new Indigenous Studies certificate program, GS will collaborate with other UW NRCs on three elements: (1) Each year in the grant cycle, at least one GS faculty member will travel to CMN to make a presentation to certificate students on ethnicity and the aspirations and challenges of minority peoples in a globalized world. (2) In spring 2015, WIOC will host a conference in Madison on Global Indigeneity, which will feature presentations on comparative global indigeneity and the Native American experience. We will sponsor participation in this conference of one faculty member and one student in the CMN program. (3) In Spring 2016 and Spring 2017, we will sponsor participation by a CMN faculty member and a CMN certificate student to the annual international conference on the United Nations Permanent Forum on Indigenous Issues, which is attended by indigenous peoples from around the world. (NRC CP 1; Bgt E-ii-9)

Finally, GS will expand the impact of its outreach efforts throughout the upper Midwest and nationwide by continuing to participate in the **Midwest Institute for International/Intercultural Education's** 2-year college faculty workshops on global topics (NRC AP & CPI; Bgt E-iii-4) and "**Global Conflict and Peacebuilding**" workshops cosponsored by various community colleges, the US Institutes for Peace, the Red Cross, and others (Bgt E-ii-3). The

Midwest Institute has historically served a diverse population, including urban community colleges with an average of over 30% minority enrollments and rural community colleges with approximately a quarter minority enrollment. Overall, their member college's student enrollment comprises 21% African-Americans and 12% Hispanics. "Teaching About Global Conflict and Peacebuilding" is an intensive 4-day seminar designed to provide an opportunity for community college professionals to learn from national and international policymakers, educators, and practitioners on issues of global peace-building, conflict resolution, international affairs, and war and peace, providing them with theoretical and practical knowledge to use in constructing everything from a curriculum of interpersonal peace-building to ways of meaningfully connecting students and courses to peace-building initiatives across the globe. GS will send instructors to both workshops in years 1 and 2 of the coming cycle, with the intent of creating a similar annual workshop in Madison in years 3 and 4.

C. Business, Media, and the General Public. GS has a long and effective tradition in outreach to non-academic publics, highlighted by its leadership of *Inside Islam: Dialogues and Debates*, a new media project that ran from 2008-2012 involving a partnership of UW's 9 area and international studies centers and Wisconsin Public Radio. Inside Islam provided outreach to media and to the general public, and continues to exist as an online archive of over 100 radio shows, many with extensive supporting web pages, over 500 blog posts, and regional web pages covering Islam globally. This award-winning multimedia resource continues to be a valuable source of accurate information on Islam worldwide with nearly 150,000 unique visitors in the first half of 2014 alone (and over a million over the life of the program). Building on the successful experience of such projects, GS is well poised to host other public lectures and events both on campus and in the broader community. In an effort to reach beyond campus, WIOC has established strong ties with the Urban League of Greater Madison. In 2014, WIOC hosted an International Community Night that drew over 100 attendees and also facilitated an after-school International Club for middle school students. More than 75% of the participants at both programs were from minority groups. In the next four years, GS and WIOC will continue

programming in South Madison by supporting two international activities per year: International Family Fun Night in fall, focusing on international storytelling, authors, and books and the South Madison International Community Night in spring, offering performances from around the world. Both events will promote cultural literacy and global competency.

Founded in 2007 by a nationwide consortium of global studies centers, *global-e*, an online journal is dedicated to furthering dialogue on global issues. The online forum regularly features brief essays authored by scholars and practitioners to provoke reflections on a range of topics to stimulate discussion among the growing global studies community. Now coordinated by GS and global centers at Washington and Santa Barbara, this initiative supports burgeoning efforts to establish global studies teaching and research programs at higher education institutions across the country. At no direct cost to Title VI, *global-e* has published nearly 5 dozen issues to date and in the coming cycle will strengthen its collaboration with the Global Studies Consortium, a worldwide organization of global studies centers, to expand its online presence, develop listings of related conferences and funding opportunities, and generally disseminate information about this burgeoning field. GS is now an active member of the Global Studies Consortium, which further integrates our efforts with those of other centers worldwide (*Bgt C-i*). On the UW campus, GS continues to produce the UW's most comprehensive listing of international events on campus, *Global Happenings*, a weekly e-newsletter reaching several thousand readers.

## **§8. Program Planning and Budget**

A. Quality and Relevance. Our proposed Title VI grant will allow us to build upon our accomplishments while focusing on the theme of human rights, social justice, and global security. During the grant period, we will reach beyond the traditional strongholds of international studies in the humanities and social sciences to work with traditionally under-represented groups both in terms of academic areas and target populations. Specific plans are articulated in each part of this narrative, noting points of continuity and change as well as budget references throughout the text. The major activities we propose are: development of a new track for the bachelor's degree in International Studies, expansion of our Arabic, Persian, and Turkish

summer immersion program, and several significant outreach activities, including an interwoven program of various teacher training institutes and workshops. (See appendix 4 for activities and performance measures associated with these goals.)

**B. Development Plan.** A strong center thrives by advancing strategically, and the elements of this proposal were developed with that in mind. Table 8.1, a timeline, shows how we will roll out selected new initiatives. These plans for new ventures, the growth of ongoing projects, and the careful maintenance of time-tested activities described throughout this proposal show efficient use of personnel and resources to yield a strengthened center by grant's end.

**Table 8.1: Timeline of select measurable activities, Global Studies, 2014-18**

Activity	2014-15	2015-16	2016-17	2017-18
<b>Expanding APTLII Summer Immersion Language</b>	Create marketing plan to advertise APTLII beyond traditional student base, including professionals, minority-serving institutions, heritage learners, and the broader community.	Work with DIS to secure outside funding to offset costs for non-traditional students, who are not eligible for FLAS and other internal university funding.	Implement scholarships for non-traditional students	
<b>Strengthening IS Major with new option in Human Rights</b>	Faculty director works with steering committee and curriculum subcommittee to develop curriculum for new option. Submit new option to College of Letters and Science Curriculum Committee for approval.	Upon approval, implement new major option. Collect data on effectiveness of new option through electronic surveys of new students enrolled in survey as well as end of academic year focus group and interviews with advisors.	Collect data on effectiveness of new option through electronic surveys of new students enrolled in survey as well as end of academic year focus group and interviews with advisors.	Collect data on effectiveness of new option through electronic surveys of new students enrolled in survey as well as end of academic year focus group and interviews with advisors.
<b>First-Year Interest Group (FIG) in International Studies and the K-12 Classroom</b>		GS associate director leads units on global issues; NRC funds support (1) Saturday colloquium for FIG students and (2) graduate student hourly to assist with logistics	GS associate director leads units on global issues; NRC funds support (1) Saturday colloquium for FIG students and (2) graduate student hourly to assist with logistics	GS associate director leads units on global issues; NRC funds support (1) Saturday colloquium for FIG students and (2) graduate student hourly to assist with logistics

<b>K-12 outreach programs expanded to community colleges and MSIs</b>	Faculty outreach director works with GS events coordinator and WIOC members to design and plan activities specifically addressed to community colleges and MSIs	Faculty outreach director supervises implementation of community college and MSI-focused outreach activities.	Faculty outreach director supervises implementation of community college and MSI-focused outreach activities.	Faculty outreach director supervises implementation of community college and MSI-focused outreach activities.
<b>Support creation of comparative indigenous studies certificate</b>	Participation of one CMN faculty member and one CMN student in Madison conference on global indigineity	Participation of one CMN faculty member and one CMN student in UN Permanent Forum on Indigenous Issues	Participation of one CMN faculty member and one CMN student in UN Permanent Forum on Indigenous Issues	Support for the development of a curriculum unit for CMN indigenous studies certificate on transregional and global issues
<b>MSI Teacher Training Institutes</b>	Current Events in the Classroom: Handling Discussion of Conflict and Violence with UW-La Crosse	Teaching about Crimes against Humanity and their Prosecution with Carthage College	Teaching about International Trafficking and its Cultural Contexts (Drugs, Weapons, People) with UW-Eau Claire.	Best Practices in Developing a Global Studies Curriculum Unit with Alverno College.
<b>Global Studies Community College Teacher Workshops</b>	WI teacher and GS administrator attend in Washington. WI teacher attend Virginia workshop.	WI teacher and GS administrator attend in Washington. WI teacher attend Virginia workshop.	Pilot workshop in Wisconsin	Second workshop in Wisconsin
<b>Madison College Passport Program</b>	Select list of UW-Madison area and international studies courses available to MC students	Revise list and add new courses as relevant and appropriate	Revise list and add new courses as relevant and appropriate	Revise list and add new courses as relevant and appropriate
<b>The Anthropocene: Cabinet of Curiosities Slam</b>	Generate publicity and send invitations to K-12, tribal college, and community college partners. Coordinate specific teacher-education discussions in advance of meeting, and facilitate these discussions during meeting.	Disseminate results from Madison meeting to coordinating groups in Stockholm and Munich. Solicit feedback from participants in Stockholm and Munich meetings.	Conduct teacher-education workshop in conjunction with Nelson Institute based on results from meetings in Madison, Stockholm, and Munich.	Conduct teacher-education workshop in conjunction with Nelson Institute based on results from meetings in Madison, Stockholm, and Munich.

<b>Tales from Planet Earth Film Festival</b>	Meet with festival director and project assistant. Deliver input on curation of films related to environment, human rights, and indigeneity.	Generate publicity and send invitations to K-12, tribal college, and community college partners. Coordinate specific teacher-education discussions in advance of festival, and facilitate these discussions during festival.	Meet with festival director and project assistant. Deliver input on curation of films related to environment, human rights, and indigeneity.	Generate publicity and send invitations to K-12, tribal college, and community college partners. Coordinate specific teacher-education discussions in advance of festival, and facilitate these discussions during festival.
<b>Global Health Field Courses</b>	Coordinate with Global Health Certificate administrators to develop place-based, site-specific courses that integrate human rights, environmental, and economic development aspects of health. Facilitate recruitment of faculty directors and students for these courses.	Coordinate with Global Health Certificate administrators to develop place-based, site-specific courses that integrate human rights, environmental, and economic development aspects of health. Facilitate recruitment of faculty directors and students for these courses.	Coordinate with Global Health Certificate administrators to develop place-based, site-specific courses that integrate human rights, environmental, and economic development aspects of health. Facilitate recruitment of faculty directors and students for these courses.	Coordinate with Global Health Certificate administrators to develop place-based, site-specific courses that integrate human rights, environmental, and economic development aspects of health. Facilitate recruitment of faculty directors and students for these courses.

C. Costs. Our budget presents a cost-effective plan for strengthening international studies programming to serve UW faculty and students, the community, region, and nation. Most activities leverage institutional resources by building on ongoing campus collaborations and by building bridges to outside institutions and constituencies. In addition to specific budgetary items noted elsewhere in this proposal, we have set aside modest amounts for travel to professional meetings (*C-i*), supplies (*D-ii*), communication (*D-iii-1*), and website support (*D-iii-2*).

D. Impact. Table 9.1 profiles the strong impact of UW's global and international programming. Section 9, in general, shows how we will build on past successes, adjust programming based on past evaluations, and measure our impact well into the future. We believe our offerings help students, faculty, and citizens cope with the continuing challenges of our globalizing era and help to foster awareness of the interconnections and interdependencies that increasingly bind our common wealth to human security and global education. Our resources, personnel, and infrastructure position us well to move forward with this mission over the next four years.

## §9. Impact and Evaluation

GS activities and programming have significant impacts in a multitude of ways. From large courses that provide hundreds of undergraduates access to first-rate faculty and an introduction to the interactions of local and global phenomena to small seminars and field courses, GS instructors strive to bring high-impact practices to their pedagogy. For example, director Richard Keller's Global Environmental Health course departs from the chalk-and-talk lecture model by bringing in a range of interdisciplinary guest instructors to present on their research. This access to dynamic and expert researchers provides a road map to students who wish to pursue the study of global health through direct collaborations in smaller course settings or through field courses and service learning. Many of these students learn more about global health and human rights through a month of working in a Tanzanian slum clinic than they would through a traditional pre-medical curriculum, with the critical result that over 90% of seniors graduating with the Global Health Certificate declare their intention to pursue global health careers, and over a quarter of them graduate with global or public health internships already in place. We are convinced that this model can expand beyond global health to encompass a range of teaching areas on campus, including but not limited to human rights, the environment, global security, and social justice, and that GS can facilitate this upscaling of high impact educational practices.

Four years ago, with other UW-Madison area studies centers and funding primarily from DIS and our provost's office, we created what we believe to be the nation's premier model for evaluating Title VI impact. Called the **Standardized Wisconsin Evaluation Plan for Title VI Centers (SWEPT)**, and designed by UW sociology professor Ted Gerber, a specialist in survey design (and Russian area studies), this plan led quickly to the completion of a pair of large-scale surveys to provide baseline data on which to make decisions about programming and to measure performance. The first of the surveys, completed in Fall 2011, was the Area Studies Alumni Survey (ASAS), which questions a random sample of 3200 UW-Madison area and international studies alumni who had graduated since 1990 having taken at least 15 credits in area studies. The second survey, completed in Spring 2013, was the Global Learning Outcomes at Wisconsin



Survey (GLOWS), which surveyed all current UW-Madison sophomores and seniors to assess their global competence and interactions with NRCs. This web-based survey had an excellent response rate of 22.3% (3130 usable questionnaires were completed). Data, findings, and evaluation plans that we have developed from these surveys are discussed below. We note these SWEPT surveys at the outset to make it clear that our evaluation plans and baseline numbers are based on professionally designed, systematic, quantitative approaches and measures.

A. Impact on University, Community, Region, and Nation. Since 1904, when President Charles Van Hise first formulated the “Wisconsin Idea,” our university has been dedicated to combining research and teaching with public service to the community, state, nation, and world. GS embraces this tradition and Table 9.1 summarizes our wide and deep impact. Over the next four years we plan to use Title VI funds to innovate, extend, and amplify our programming.

B. Equal Access and Treatment. Diversity is integral to UW-Madison’s vision, which builds on pre-college programs (such as PEOPLE) and financial aid to recruit and retain students from underrepresented groups, and uses post-doctoral fellowships and target-of-opportunity hiring to increase faculty and staff diversity. GS remains vigilant in providing equal access and treatment for students and program participants. As detailed in our GEPA statement, we have consistently and explicitly followed a policy to promote the full realization of equal access and opportunities for minorities, women, and persons with disabilities. The UW Vice Provost for Diversity ensures that non-discriminatory practices are upheld at all levels at Wisconsin. UW-Madison also complies with Title IX and Clery requirements. GS has an impressive diversity record in graduate fellowship competitions. Our SKJ awards have gone to 65 women (52%) and 41 minorities (33%) and we have made FLAS awards to 70 women (56%) and 32 minorities (26%). As described in §10, GS ensures equal access to FLAS fellowships by allocating selection points to applicants from underrepresented groups.

**Table 9.1: Selected Impacts on University, Community, Region, and Nation**

Activity	Impact	Indices
Training undergraduate students in international studies	Increased awareness and knowledge of international issues among college graduates	Over 25,000 undergrad enrollments in global studies courses yearly; almost 500 declared IS majors; 170 IS degrees granted last year.

Training professional international studies specialists in graduate and professional programs	Increased number of international studies specialists prepared for academia, government, and professions	2241 graduate students enrolled in GS curriculum in global studies (2012-13); GS seminar; graduate minor, Development Studies
FLAS fellowship program	Increased number of students pursuing advanced language proficiency in strategic languages, esp. in prof. schools.	6 AY awards and 10 or more Summer awards yearly, all for students seeking highest proficiency levels, 20% planning to enter government service
Training undergraduates and graduate students in targeted languages	Increased expertise and supply of linguistically prepared government and other professionals in strategic languages	2012-13 enrollments: Arabic: 310, Chinese: 757; Hindi: 91; Indonesian: 18; Persian: 38; Portuguese: 296; Russian: 394; Turkish: 20; expect 20% increase in strategic languages by 2018
Increasing enrollment and advancing proficiency levels in strategic languages	Increased number of undergraduate and graduate students studying strategic languages at all levels, especially intermediate and advanced	Summer immersion in Arabic, Persian, and Turkish; outreach initiatives provide pipeline to university study of LCTLs: World Languages Day; support of NCOLCTL
Placement of graduates	GS graduate students and IS undergraduate majors placed in a variety of positions in education, government, business, and professions regionally and nationally	Of known GS graduate students, 1/3 are at institutions of higher education, 1/3 are continuing students, about 10% work in the for-profit sector, 20% work in government or non-profit service. Of GS undergraduates, about 40% work in business, 20% continue education, over 10% in government, 15% in K-16 education, 10% in non-profit sector, 5% in international orgs.
	UW-Madison ranks second among US universities in total number of volunteers having served in the Peace Corps (3112) and first in terms of current volunteers (90).	
New course development	Build curriculum to meet training needs at UW; improve international education in our secondary schools	GS created an undergrad human rights course, a graduate seminar, seeded undergraduate topical seminars in education, medicine, and law, and sponsored advanced Arabic, Persian, and Turkish.
Improving international connections for faculty and students	Enhance experiential learning and research abroad for GS faculty and students and provide greater exposure to international scholars, visitors, and students	Last year, 2157 UW students studied abroad; nearly all GS faculty have professional overseas experience; 125 SKJ awards have sent graduate students abroad for research & internships; conferences and research send students abroad and bring international scholars to campus
Special symposia, lectures, teacher workshops, school visits, language fora	Exposure to international expertise in all fields for students, faculty, teachers, community	Nearly 150 events in CY 2013, 7500+ total attendees; wide discussion of international events through GS-led Inside Islam project
Materials on GS, UW International Institute, and International Studies major web sites	Provide GS news, calendar of events, papers and resources from conferences and workshops, and teaching materials for campus and nation	Nearly 60,000 unique visitors to GS website (CY 2013); <i>Go Global!</i> has over 1000 twitter followers ; <i>Global Happenings</i> (most comprehensive listing of international events) produced weekly, distributed to thousands.
Support of library acquisitions	Enhancement of renowned international collection for University, region, nation	GS <i>Global Counter Currents</i> collection constantly growing; professional development grants for 2 bibliographers; creation of online Global Guide of GS-related resources

C. Evaluation Plan. GS uses quantitative and qualitative evaluation methods, and files regular IRIS activity reports to assure accountability and to improve programming. The IS major

conducts surveys of past and present students in order to assess the curriculum, evaluate career training, and track students' research and work experiences abroad. The Major has just completed its ten-year program review, which lauded the progress the major has made since its inception (in 1998) in terms of attracting students and delivering academic excellence with few resources. The review also encouraged the unit to go forward with the development of a new option on Global Human Rights that will complement our existing options in global security and political economy by developing a broad-based human rights curriculum: one engaging not only with traditional human rights issues such as citizenship, refugees, and genocide, but also with an expansive understanding of human rights to health, education, environmental justice, sustainability, and economic development. To this end, we are working with partners in the Global Health Institute, the Law School, the School of Education, and an interdisciplinary working group sponsored by the Mellon Foundation to develop core courses and electives that will provide our students with a rigorous formation for engaging critical global issues.

We coordinate with other UW NRCs on comprehensive reviews; consolidating evaluations for all Title VI centers into one review allows for time and cost savings on specific evaluation elements. In 2010-11, the UW provided \$45,000 to its NRCs to create the **Standardized Wisconsin Evaluation Program for Title VI (SWEPT)** (described in the introduction to this section). Because the two massive surveys conducted under SWEPT give us rich baseline data on alumni (the ASAS survey) and on students enrolled at UW-Madison (the GLOWS survey), our NRC evaluation plan for 2014-18 is straightforward: (1) *We will measure progress in selected key objectives by use of ASAS 1 and GLOWS 1 baseline data and the findings of the replicated surveys, ASAS 2 and GLOWS2*, to be completed in Fall 2017 and Spring 2016, respectively. (2) *We will extend SWEPT evaluation of our impact into the important field of outreach by way of a third survey, the Wisconsin Area Studies Outreach Survey (WASOS 1)*, which will systematically survey outreach partners and constituents in K-12 schools, community colleges and MSIs, and the public. WASOS 1 data will provide baselines in outreach for future progress measurements, paralleling ASAS 1 and GLOWS 1 for alumni and current students. In

addition to repeating the alumni and student surveys, SWEPT II will be expanded to incorporate evaluation of teacher training workshops. All participants in GS and WIOC workshops from the past 10 years will be surveyed on whether and how they introduced materials from workshops into their courses and what obstacles or constraints limit their ability to do so. Previous workshop evaluations have been limited to immediate subjective assessments of programming on the last day of activities, but the true test of workshop effectiveness is whether the participants actually implement what they have learned. Accordingly, SWEPT II will obtain empirical data on the extent to which participants implement materials from training, which in turn will inform future workshops to facilitate more effective classroom implementation.

Table 9.2, which details our plan, is built around SWEPT; its goals are those we designed SWEPT to measure by 2018 and it shows the wide range of GS objectives SWEPT covers, beginning with several targeted aspects of our programming: **alumni assessment of the effectiveness of our programming; alumni placement**, including biennial FLAS student surveys, government service, and post-graduation language usage; faculty, staff, and student satisfaction with GS language training, non-language courses, events, and teaching and research support; **quantifiable stakeholder assessments of the effectiveness of GS outreach** programming; and developing **ways to measure progress toward advanced proficiency** in GS' target languages. The outputs of the above SWEPT surveys will be combined with data on program effectiveness, such as course enrollments, event attendance, and library acquisitions and resource usage, and submitted through IRIS to meet changing US Dept. of Education needs.

**Table 9.2: Select Evaluation Plan for UW-Madison Global Studies (2014-18)**  
(See also PMF forms in Appendix 4 for overarching goals.)

Goal	Metric	Baseline	Baseline Data Source & Date	Target	Assessment Tool
Increase awareness of GS: all students	Percent of undergrads and area studies graduate alumni reporting some awareness of GS	Current undergrads: 50% Area studies graduate alumni: 95%	GLOWS 1, 2013 (undergrads) ASAS 1, 2011 (grad alumni)	Undergrads: 60%  Area studies grad alumni: 100%	GLOWS 2, 2016 (undergrads) ASAS 2, 2017 (grad alumni)
Increase awareness of FLAS fellowships: all students	Percent of undergrads and area studies grad alumni reporting knowledge of FLAS	Current undergrads: 27% Area studies grad alumni: 70%	GLOWS 1  ASAS 1	Undergrads: 40%  Area studies grad alumni: 80%	GLOWS 2  ASAS 2

Increase percent of all students applying for <i>summer</i> FLAS	Percent of GS alumni reporting having applied at least once for a summer FLAS	All alumni: 34%	ASAS 1	All alumni: 40%	ASAS 2
Increase <i>undergrad</i> participation in GS activities	Percent soph & srs who know of GS participating in <i>at least one</i> GS event	Current sophs: 14% Current seniors: 27%	GLOWS 1	Sophomores: 20% Seniors: 40%	GLOWS 2
Increase value of GS activities to <i>undergrads</i> .	Percent undergrads who have participated in a GS activity rating GS' work "good" or better	Current sophomores and seniors: 79%	GLOWS 1	Sophomores and seniors: 85%	GLOWS 2
Improve training of students in GS target languages at advanced levels for jobs	Percent of alumni reporting that GS provided language skills of professional use after graduation	Area studies grad alumni: 58%	ASAS 1	Areas studies grad alumni: 70%	ASAS 2
Increase centrality of GS to the student experience of those with at least some interest in global issues	Percent of undergrads who participated in a GS activity rating GS' role in education as "extremely" or "very" central	Current sophomores and seniors: 9%	GLOWS 1	Sophomores and seniors: 15%	GLOWS 2
Increase percent of graduates employed in govt or military.	Percent of GS alumni reporting ever having a job in government or military	All GS alumni: 16%	ASAS 1	All GS alumni: 25%	ASAS 2

Several SWEPT features merit special mention because they demonstrate the commitment of GS and the UW to rigorous, productive, and continuing evaluation: (1) SWEPT is financially supported in large part by the UW from non-federal funds, which will completely fund the SWEPT faculty director and project assistant. GS therefore only needs to budget moderate NRC funds (*Bgt E-iv-1*) to defray survey expenses and elements of Activity 5. (2) The faculty evaluation director is a quantitative sociologist, a full-time UW faculty member with extensive experience in area studies and program evaluation, including multi-method evaluations of State Department programs. (3) The UW Survey Center, an independent, professionally staffed entity within the UW with no connections to GS, conducts some 75 projects per year totaling over \$4 million. (4) One goal of SWEPT is to generate standardized, replicable data on Title VI program effectiveness. Because it addresses **all of the broad, national NRC and FLAS Performance Measures**, SWEPT may serve as a model for a national data collection standard that can be used to assess overall Title VI program effectiveness and to compare different centers and institutions.

(5) Most important, surveys will be scheduled to allow us to be reactive: We will adjust programs (e.g., add languages or levels, recruit staff, add or change workshops) in response to SWEPT data, which will also permit us to demonstrate progress to stakeholders and others.

In addition to SWEPT and our qualitative program review, GS will continue to weave language assessment and impact evaluation into our programming more generally. We have now incorporated pre- and post-program oral proficiency assessments for all APTLII students, in addition to US Dept of Education-developed pre- and post-award proficiency assessments of all FLAS students. GS will provide funds each year (*Bgt. E-iv-2*) to send faculty in our target languages to ACTFL **Oral Proficiency Interview (OPI) training**. Faculty in many of our languages have already participated in testing workshops or undergone significant training in communicative language teaching and some of our target languages (e.g., Chinese, Hindi, and Russian) already benefit from ACTFL-certified OPI testers on staff. GS funds will target those departments that will most benefit from proficiency testing training and certification. GS will collaborate with ALL, LCA, and the UW Language Institute to **standardize summer language assessment** across APTLII's 3 languages. This group will analyze APTLII language enrollment and student proficiency outcomes over time in comparison with other models for immersion language learning in the U.S. and abroad in order to implement regular—and meaningful—program adjustments.

*Use of Recent Evaluations.* As noted above, GS has completed both internal self-studies and external independent evaluations. We use the results of these instruments (and will use the outputs of SWEPT and other future assessments and evaluations) to refine programming, meet curricular needs, and create effective outreach. For instance, the 2005 review contained 29 specific recommendations of which 26 have been incorporated into programming. The remaining 3 are difficult to apply given current institutional constraints at UW. Similarly, evaluations of GS symposia, workshops, and courses have shaped and will shape subsequent offerings. For instance, GS responded to recent graduate student evaluations by supporting development of courses that are not only cross-regional but cross-disciplinary, bridging humanities and social

science approaches to global education and human security. Also, our graduate survey on global studies and our doctoral minor were both largely influenced by student and faculty feedback.

D. Improved Supply of Specialists. GS has produced over 100 Ph.D. specialists in international studies since its founding, has awarded 250 FLAS and SKJ awards for graduate language study and research, and has begun to graduate cohorts of students with interdisciplinary global studies doctoral minors. These specialists come from a wide range of fields, including political science, sociology, economics, anthropology, history, geography, and journalism, and their degrees are enhanced by GS with a rounded, interdisciplinary perspective. Table 9.1 provides an employment profile of our recent Ph.D. graduates; most are academic, but many go on to work in government and other areas of national need. By targeting FLAS fellowships to traditionally underserved groups, we widen our reach and send an increased supply of linguistically prepared professionals into all walks of life. Meanwhile, another round of FLAS fellowships in our strategic languages for both graduate and undergraduate students in all relevant fields will extend our role in providing highly qualified, linguistically advanced professionals capable of assuming leadership in government, universities, and the private sector.

E. The NRC, National Needs, and Information for the Public. **All eight of GS' target languages are priority LCTLs.** The nation is served by the UW's capacity to build expertise in these languages, including advanced-level competence, and it is equally served by our training of experts, including many future teachers, in global and international studies. GS programming, guided by the Wisconsin Idea that all knowledge developed at the UW belongs to the public, is systematically geared for public dissemination, whether via outreach programming for schools, teachers, journalists, businesses, and community members; via the statewide reach of World Cinema Day and World Language Day; or via the national reach of projects such as Inside Islam. NRC Record of Placing Students in Areas of National Need. As described above, GS trains teachers at all levels who in turn will train career employees in fields of national need. This multiplier effect is significant, but difficult to pinpoint. We take active steps (as with our FLAS selection criteria) to ensure that we contribute such persons directly to government and the

private sector, where global competence and knowledge of world systems is crucial to the nation.

F. FLAS Fellowships and National Needs. All of our FLAS languages are priority LCTLs. As indicated in §10 and elsewhere in this section, our FLAS recruitment and selection procedures are designed to actively increase the nation's supply of specialists who have mastered priority languages at the advanced level and higher and to provide more such specialists to government.

FLAS Record of Placing Students in Areas of National Need. Approximately 85% of GS FLAS recipients enter teaching, the great majority in universities. Nearly all of the remainder have gone into government service. By reserving some FLAS awards for undergraduates (who have more varied career paths than graduate students) and giving competitive preference to students in professional schools, GS will maintain and increase the number of FLAS awards going to persons heading into government service and other areas of national need.

#### **§10. FLAS Awardee Selection Procedures**

Our FLAS process is designed to ensure selection of future leaders in government, business, the professions, and academia. GS will actively pursue applications from a diverse student pool for FLAS fellowships in our strategic languages: **Arabic, Chinese, Hindi, Indonesian, Persian, Portuguese, Russian, and Turkish.** These 8 critical languages of global import (due to their combination of strategic significance within a region and their broader global impact) give GS a truly global geographic range: Arabic is widely spoken throughout northern Africa and the Middle East and is used daily by the planet's 1.5 billion Muslims; Persian, Hindi, Turkish, and Indonesian are the primary languages of countries that collectively account for about a third of the world's Muslims; Mandarin Chinese is the world's most common language, spoken by more than twice as many people as any other language; Portuguese, Russian, Hindi, and Chinese are the primary languages of the critical emerging power nations often referred to as the BRICs. Our FLAS approach exclusively serves languages on the U.S. Department of Education's list of Less Commonly Taught Languages (*FLAS CPI*). Currently, UW centers award FLAS in each of these languages in varying ways: Arabic to Africanists by the African Studies Program; Chinese by the Center for East Asian Studies; Hindi by the Center for South Asia; Indonesian by the



Center for Southeast Asian Studies; Persian for South Asianists by the Center for South Asia; Portuguese by both LACIS and European Studies; Russian and Turkish (outside the Balkans) by CREECA. GS FLAS awards supplement these offerings by filling gaps and strengthening critical language instruction on this campus. GS awards in Arabic, Persian, and Turkish, in particular, allow us to support study of transregional and global phenomena and work in critical Middle Eastern areas not covered by the above centers. Moreover, these 3 languages are part of GS' unique summer immersion program, APTLII (see §4 above). Therefore, GS will offer FLAS in Arabic, Persian, and Turkish at all levels to graduate students and to undergraduates at the 3<sup>rd</sup> year and above. GS FLAS awards in the other 5 languages will also enhance language capacity for work and study with a global focus. Those languages will be available for FLAS awards at the 3<sup>rd</sup> year or higher for both graduate and undergraduate students.

A. Advertisement. Each fall, we send flyers and emails to all departments and programs announcing the FLAS competition, providing copies for posting, distribution, and inclusion in information packets sent to prospective students. The competition is announced to GS graduate students and IS major undergraduates, international program staffs, graduate and undergraduate advisors in all departments, and to the 1000+ members of our weekly e-newsletter. We also post announcements prominently in all professional schools, the Multicultural Center, campus diversity offices, and on our website. We meet specifically with advisors and faculty in SOE, Business, Law, Pharmacy, the School of Medicine and Public Health, the La Follette School of Public Affairs, and the Gaylord Nelson Institute for Environmental Studies to ensure representation of professional school students in the applicant pool. Each application season we revisit the above-indicated advisors and faculty to develop new strategies to continue to increase FLAS awareness in professional schools and among under-represented groups. Advertisement and publicity starts in early November each year; applications are available over winter break; and the deadline to apply is in mid-February. Selection processes occur in March and applicants are notified as soon as budgetary approval is received, often in April.

B. Application Procedures. In 2010, UW-Madison introduced a coordinated online FLAS system

that streamlines applications, references, screening, award management, and record-keeping.

This system has greatly increased the visibility of the FLAS Fellowship on campus. Thanks to the centralized portal, individual departments, including professional schools, can add the link to their own programs' funding resource pages; we have seen a definite increase in applications from fields such as agriculture, health sciences, and education. Our online application is secure and confidential; records are accessible only by the FLAS Coordinator, the relevant selection committee, and the financial staff who implement the awards. Applications include, among other information, academic record, academic and career goals, need for language study, and references who can judge the student's academic performance and professional promise.

C. Selection Criteria. FLAS awardees must be full-time students in good standing, committed to international studies and language learning, and enrolled in an approved language course and a relevant area studies class. Each spring the GS Director convenes a diverse faculty selection committee of 3 individuals collectively representing the following areas of expertise: language instruction, area and/or international studies, arts and humanities, social and natural sciences, and professional schools. The committee follows strict rules established by GS in accordance with US Dept. of Education FLAS guidelines and priorities. The committee evaluates candidates only on the basis of materials submitted, compiling ranked lists of the candidates based on the following weighted criteria. All applicants are scored in the online system on a 100-point scale: 40 points for academic record (transcripts, references, etc.); 50 for strength of the proposal and academic and career plans for language use; and 10 for applicants in a professional school or from traditionally underrepresented groups. After ranking all candidates on academic merit, the selection committee meets to resolve discrepancies and create a ranked list. To assess the financial need of an applicant, the combined online application will request each student's expected family contribution (EFC) as determined by the Free Application for Federal Student Aid (FAFSA). Applicants will be encouraged to complete the online FAFSA to get their EFC number in time for the FLAS application deadline. FLAS coordinators will later obtain confirmation of the EFC from the University's Office of Student Financial Aid. Once financial

need is determined, the FLAS coordinator will consult with the selection committee to create a finalized ranked list of awardees and alternates, using financial need to resolve ties in the candidate rankings.

### **§11. Competitive Priorities**

NRC Competitive Preference Priority 1: As described throughout this proposal and particularly in §7 above, this proposal meets and exceeds this competitive preference priority. Those activities which directly address this priority are marked **NRC CP1** throughout.

NRC Competitive Preference Priority 2: As described throughout this proposal and particularly in §3 and §7 above, this proposal fully meets this competitive preference priority. In addition to other activities which directly address this priority (marked **NRC CP2** throughout), we will establish a lectureship with the other NRCs at UW-Madison for an area-studies focused teacher education specialist. This position, housed in SOE's Department of Curriculum & Instruction, will work with the NRCs to provide sophisticated curriculum development, courses for pre- and in-service teachers, one course per semester, each semester highlighting a different region. (*Bgt A-iii-3*) Additionally, one member of the combined area and international studies leadership at Wisconsin will serve on the SOE Global Education Committee to increase collaboration.

FLAS Competitive Preference Priority 1: As described in §10 above, this proposal meets this competitive preference priority by establishing a mechanism for giving preference based on demonstrated financial need.

FLAS Competitive Preference Priority 2: As described in §10 above, this proposal fully meets this competitive preference priority as all of GS' FLAS languages appear on the US Department of Education's list of less commonly taught languages.



OFFICE OF RESEARCH AND SPONSORED PROGRAMS

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**UW Reference # MSN177830**

**U.S. Department of Education**

**Director**

**National Resource Center and FLAS Program 2014-18 Global Studies**

This proposal has been administratively approved on behalf of the Board of Regents of the University of Wisconsin System and is submitted for your consideration. Please keep our office advised as developments occur with regard to this application.

The appropriate programmatic and administrative personnel of each institution involved in this application are aware of the sponsor's grant policy and are prepared to establish the necessary inter-institutional agreement(s) consistent with that policy.

All costs cited conform to established institutional policies and procedures. Our DHHS Negotiated Rate Agreement can be found at <http://www.rsp.wisc.edu/rates/rates.pdf>. Website: <http://www.rsp.wisc.edu/>

A final agreement is contingent upon the successful negotiation of terms and conditions acceptable to the University of Wisconsin-Madison.

**We ask that you use the University's above-referenced proposal number in any future correspondence.**

*Questions regarding administrative matters should be directed to:*

PreAward Services by email: [preaward@rsp.wisc.edu](mailto:preaward@rsp.wisc.edu) or by phone: (608) 262-3822.

*Questions regarding the technical nature of this application should be directed to:*

The Principal Investigator.

A handwritten signature in black ink that reads "Brenda Egan".

Brenda Egan, Interim Managing Officer, PreAward Services

6/27/14

## Information to Meet §602(e) Statutory Requirements

Sec. 602 (e) of the Title VI of the Higher Education Act of 1965, as amended states that applicant institutions desiring a grant under this section shall include the information below in their applications for funding. You may use this page or your own format to present this information. The supplemental information page(s) do not count against the project narrative page limitations. If the application is being submitted on behalf of a consortium, include responses for the lead institution and for the consortium partner(s).

- 1.) An explanation of how the activities funded by the grant will reflect diverse perspectives and a wide range of views and generate debate on world regions and international affairs; and

Inscribed on a plaque near the foundation of Bascom Hall, the main administration building of the University of Wisconsin-Madison, which commands a view of the entire campus from atop Bascom Hill, are words that first appeared in 1894 in the minutes of an obscure meeting of the Wisconsin Board of Regents. This anonymously composed sentence, now famous, has been described through the years as “glorious” and “troubling.” It is the essence of this institution: *“Whatever may be the limitations which trammel inquiry elsewhere, we believe that the great state University of Wisconsin should ever encourage that continual and fearless sifting and winnowing by which alone the truth can be found.”* Here is a statement of courageous, fearless resistance to cant, to fashion, to preconception, to ideology. Truth is real, it says. It must be sought. It often is found in grist and chaff and unexpected places.

It is neither grandiose nor impractical to employ this famous phrase to explain the diverse perspectives and wide range of viewpoints that are not only welcomed but encouraged by the UW Global Studies director, its faculty, and its staff as it applies for designation as a National Resource Center in international studies. Whatever the reputation of the University of Wisconsin-Madison in the popular culture of America, the proud fact – all here understand this – is that Wisconsin’s actual hallmark and greatest asset is intellectual humility. We *seek* all viewpoints on the world region that is our focus because we are acutely aware of the limitations of our own knowledge. We bear in mind constantly and with a kind of dread the perils of hubris, self-satisfaction, and settled thought.

In practical terms what does this mean? We hire qualified and intelligent people without regard and with no attention whatsoever to their politics or their “take” on affairs or events or current U.S. policies. We are mindless of orthodoxies when we select scholars and others from across the nation and around the world to speak on our campus, to our students, to our outreach constituents. In every setting we want to hear from well-informed people who have interesting and provocative things to say. We stifle nothing.

Our faculty, we know, are not a monolith. Their political opinions, voting behaviors, and policy prescriptions run the gamut. Our students are in that phase of life when we *want* them to challenge conventional wisdom, including our own. There is no censorship here, open or oblique. Any observer who thinks he or she sees such a thing is invited to come closer, where fiercely conflicting opinions, usually politely expressed, are in every breeze that blows.

- 2.) A description of how the applicant will encourage government service in areas of national need, as identified by the U.S. Department of Education, as well as in areas of need in the education, business, and nonprofit sectors.

All of the target languages identified by UW-Madison Global Studies (Arabic, Chinese, Hindi, Indonesian, Persian, Portuguese, Russian, and Turkish) are on the U.S. Department of Education's list of areas of national need. Moreover, some or all of these languages appear on every one of the other federal agency lists of areas of national need. Training in these languages and on the cultures and world areas associated with them is central to Global Studies' programming. Global Studies will encourage its students of these languages and world areas of national need to pursue government service, as well as in areas of need in the education, business, and non-profit sectors. Undergraduate and graduate students in our program will receive specific and targeted information and advising about career opportunities in government service, education, business, and the non-profit sectors, where they can utilize their expertise in foreign languages and world regions. First, we partner with the UW-Madison Language Institute on its career-oriented activities, including the popular "Language for Life" lecture series, which features UW alumni using their world language expertise in a variety of careers, including government service and the non-profit sector. Second, we work with the Center for International Business Education and Research (CIBER) at the UW School of Business on programming for International Opportunities Month, which aims to inform students about opportunities for applying their foreign language and area studies skills in both the public and private sectors. Third, every year we collaborate with other units to bring to campus representatives of federal agencies, including the U.S. Department of State, to meet with our students and inform them about government service. In the next four years we will expand this program to include presentations by other Federal agencies with a demonstrated need for expertise in foreign languages and world regions. Fourth, we encourage our students interested in opportunities in government, education, business, and non-profit sectors to use the online resources of "Go Global!," coordinated by Global Studies, but used by all centers at UW-Madison and in fact by all university units interested in international careers, internships, and volunteer opportunities. Finally, our students are able to participate in the Washington D.C. Semester in International Affairs, organized by the Division of International Studies at UW-Madison, which allows eligible students to hold a one-semester internship and to gain insight into the functioning of the government, business, or non-profit sectors.

Applicant Institution(s) and Authorized Representative: The applicant assures that grant activities will be conducted in compliance with the statutory requirements provided in section 602(e) of the HEA, as amended.

Name of Applicant Institution and Center: UW-Madison Global Studies

Name/Title of Authorized Representative (Printed): Brenda Egan

Title: Interim Managing Officer Telephone: 608.262.3822

Signature:  E-mail: preaward@rsp.wisc.edu

Date: 6/26/2014

**ASSURANCES - NON-CONSTRUCTION PROGRAMS**

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.


**PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.**

**NOTE:** Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL		TITLE	
		Interim Managing Officer	
APPLICANT ORGANIZATION		DATE SUBMITTED	
The Board of Regents of the University of Wisconsin System		6/2/6/2014	



## CERTIFICATION REGARDING LOBBYING

### Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

### Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

<b>* APPLICANT'S ORGANIZATION</b>	
University of Wisconsin - Madison	
<b>* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE</b>	
Prefix: <input type="text"/>	* First Name: <input type="text" value="Brenda"/> Middle Name: <input type="text"/>
* Last Name: <input type="text" value="Egan"/>	Suffix: <input type="text"/>
* Title: <input type="text" value="Interim Managing Officer, Sponsored Programs Office"/>	
* SIGNATURE: <input type="text" value="Brenda Egan"/>	* DATE: <input type="text" value="6/26/2014"/>

# DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352

Approved by OMB

0348-0046

(See reverse for public burden disclosure.)

<b>1. Type of Federal Action:</b> <input checked="" type="checkbox"/> a. contract <input type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance		<b>2. Status of Federal Action:</b> <input checked="" type="checkbox"/> a. bid/offer/application <input type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award		<b>3. Report Type:</b> <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change <b>For Material Change Only:</b> year _____ quarter _____ date of last report _____	
<b>4. Name and Address of Reporting Entity:</b> <input checked="" type="checkbox"/> Prime <input type="checkbox"/> Subawardee Tier _____, if known:  Congressional District, if known: WI-002			<b>5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime:</b>  Congressional District, if known:		
<b>6. Federal Department/Agency:</b> Department of Education			<b>7. Federal Program Name/Description:</b> Ntl Resiyrce Ctr Pr, Foreign Language & Area Studies Fellowships CFDA Number, if applicable: 84.015A & B		
<b>8. Federal Action Number, if known:</b> N/A			<b>9. Award Amount, if known:</b> \$ N/A		
<b>10. a. Name and Address of Lobbying Registrant</b> (if individual, last name, first name, MI): N/A			<b>b. Individuals Performing Services</b> (including address if different from No. 10a) (last name, first name, MI): N/A		
<b>11.</b> Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.			Signature: <u>Brenda Egan</u> Print Name: <u>Brenda Egan</u> Title: <u>Interim Managing Officer</u> Telephone No.: <u>608-262-3822</u> Date: <u>6/26/2014</u>		
<b>Federal Use Only:</b>			Authorized for Local Reproduction Standard Form LLL (Rev. 7-97)		



**U.S. DEPARTMENT OF EDUCATION  
BUDGET INFORMATION  
NON-CONSTRUCTION PROGRAMS**

OMB Control Number: 1894-0008  
Expiration Date: 06/30/2017

Name of Institution/Organization

The Board of Regents of the University of Wisconsin Madison System

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY  
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	122,096	123,468	125,770	127,201		
2. Fringe Benefits	38,971	40,030	41,451	42,559		
3. Travel	5,000	4,500	4,500	4,500		
4. Equipment						
5. Supplies	15,162	10,031	10,907	9,969		
6. Contractual						
7. Construction						
8. Other	65,600	68,800	64,200	62,600		
9. Total Direct Costs (lines 1-8)	246,829	246,829	246,828	246,828		
10. Indirect Costs*	19,746	19,746	19,746	19,746		
11. Training Stipends	288,000	288,000	288,000	288,000		
12. Total Costs (lines 9-11)	554,575	554,575	554,575	554,575		

**\*Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☐ X Yes ☐ No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 7 / 1 / 2013 To: 6 / 30 / 2017 (mm/dd/yyyy)

Approving Federal agency: ED ☐ X Other (please specify): DHHS The Indirect Cost Rate is \_\_\_\_\_%

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

\_\_\_\_ Is included in your approved Indirect Cost Rate Agreement? or ☐ X Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 8 \_\_\_\_%

Name of Institution/Organization		Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.				
SECTION B - BUDGET SUMMARY NON-FEDERAL FUNDS						
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (Lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (Lines 9-11)						
SECTION C - BUDGET NARRATIVE (see instructions)						

**Global Studies, University of Wisconsin--Madison  
Title VI NRC/FLAS Proposal (FY2014 - FY2017)**

	2014-15	2015-16	2016-17	2017-18	PRIORITY
<b>A. SALARIES</b>					
i. ADMINISTRATIVE					
1. Director (non-Title VI funds; 25% in GS) (p. 25)					
2. Associate Director (25%; 100% in Global Studies) (p. 25)	21,193	21,616	22,049	22,490	
3. Program Asst / Financial Specialist (40%; 100% in GS) (p. 25)	15,024	15,324	15,784	16,100	
4. Summer Lang Coord (non-Title VI funds; 100% in GS)					
5. Student Assistants - Global Studies (p. 25)	6,000	6,000	6,000	6,000	
6. Web and technical support (25%) (p. 25)	12,386	12,634	12,887	13,145	
<b>SUBTOTAL ADMINISTRATIVE SALARIES</b>	<b>54,603</b>	<b>55,575</b>	<b>56,719</b>	<b>57,734</b>	
ii. LANGUAGE INSTRUCTIONAL					
1. Lecturer, Summer Immersion Persian (p. 16)	12,500	12,500	12,750	12,750	
2. Lecturer, Summer Immersion Arabic (p. 16)	12,500	12,500	12,750	12,750	
<b>SUBTOTAL LANGUAGE INSTRUCTIONAL SALARIES</b>	<b>25,000</b>	<b>25,000</b>	<b>25,500</b>	<b>25,500</b>	
iii. AREA AND OTHER INSTRUCTIONAL					
1. GS Seminar Course Release (p. 8)	10,000	10,200	10,404	10,612	NRC CP 2 NRC CP 2
2. FIG collaboration w/SOE (p. 11-12)	2,000	2,000	2,000	2,000	
3. In-service methods class w/SOE (p. 50)	2,000	2,000	2,000	2,000	
<b>SUBTOTAL AREA &amp; OTHER INSTR. SALARIES</b>	<b>14,000</b>	<b>14,200</b>	<b>14,404</b>	<b>14,612</b>	
iv. OUTREACH PERSONNEL					
1. Outreach Director (p. 26)	9,993	10,193	10,397	10,605	NRC CP 2
2. Events Coordinator (25% in GS) (p. 26)	12,500	12,500	12,750	12,750	
3. IS Major advising support (peer advisor)(p.12)	6,000	6,000	6,000	6,000	
<b>SUBTOTAL OUTREACH PERSONNEL SALARIES</b>	<b>28,493</b>	<b>28,693</b>	<b>29,147</b>	<b>29,355</b>	
<b>TOTAL PART A: SALARIES</b>	<b>122,096</b>	<b>123,468</b>	<b>125,770</b>	<b>127,201</b>	
<b>B. FRINGE BENEFITS (see budget page 3)</b>					
<b>TOTAL PART B: FRINGE BENEFITS</b>	<b>38,971</b>	<b>40,030</b>	<b>41,451</b>	<b>42,559</b>	
<b>C. TRAVEL</b>					
i. Global Studies Consortium Annual Meetings (p. 38)	3,000	3,000	3,000	3,000	
ii. Fac/Admin travel to professional meetings (p. 38)	2,000	1,500	1,500	1,500	
<b>TOTAL PART C: TRAVEL</b>	<b>5,000</b>	<b>4,500</b>	<b>4,500</b>	<b>4,500</b>	
<b>D. SUPPLIES</b>					
i. LIBRARY					
1. Global Countercurrents Collection (p. 21)	10,000	7,500	7,500	7,500	
2. Professional development for librarians (p. 21)	500	500	500	500	
ii. SUPPLIES (p. 38)					
1. For newsletters, flyers, etc.	1,250	1,000	1,000	1,000	
2. For symposia, lectures, FLAS announcements	750	600	625	600	
iii. COMMUNICATIONS (p. 38)					
1 Postage, fax, telephone	662	431	532	369	
2. Website and bibliography development	2000		750		
<b>TOTAL PART D: SUPPLIES</b>	<b>15,162</b>	<b>10,031</b>	<b>10,907</b>	<b>9,969</b>	

**Global Studies, University of Wisconsin--Madison**  
**Title VI NRC/FLAS Proposal (FY2014 - FY2017)**

	2014-15	2015-16	2016-17	2017-18	PRIORITY
<b>E. OTHER</b>					
i. INSTRUCTIONAL					
1. Global Madison (p. 7)	4,000	3,000	1,500	4,500	NRC CP 1
2. Curriculum Development Grants (p. 8)	6,000	6,000	6,000		NRC CP 2
3. Visiting lecturers for GS seminar & IS courses (p. 12)	2,500	2,500	2,750	4,000	
4. World Literature Group & Hermes (p. 9)	500	500	500	500	
5. FIG colloquium expenses (p. 11-12)		300	300	300	NRC CP 2
6. Global Health Field Course (p. 13)	5,000	20,000	20,000	20,000	
<b>SUBTOTAL OTHER: INSTRUCTIONAL</b>	<b>18,000</b>	<b>32,300</b>	<b>31,050</b>	<b>29,300</b>	
ii. OUTREACH					
1. MSI teacher training (p. 31)	500	500	500	500	NRC CP1
2. ICYLC (Children's Lit) (p. 27)	500	500	500	500	
3. Teacher Workshops - Global Peacebuilding (p. 34)	5,000	5,000			NRC CP1
4. Teacher Workshops - Community College Teachers Inst (p. 32)	15,000	15,000	15,000	15,000	NRC CP1
5. World Languages Day and K-12 language programming (p. 28)		250	250	250	
6. World Cinema Day (p. 28)	100	100	100	100	
7. Anthropocene Slam (p. 29)	4,000				NRC CP1
8. World Cultures Day (p. 28)	400	450	500	550	
9. Indigineity (p. 33)	400	450	500	550	NRC CP1
10. Passport - resource fair (p. 32)	200	250	300	350	NRC CP1
11. United Nations Cluster (p. 30-31)	3,000	3,000	3,000	3,000	
12. Tales from Planet Earth (p. 30)	2,000	2,000	2,000	2,000	
<b>SUBTOTAL OTHER: OUTREACH</b>	<b>31,100</b>	<b>27,500</b>	<b>22,650</b>	<b>22,800</b>	
iii. INSTITUTIONAL COOPERATION					
1. Summer Portuguese Institute (p. 16)	1,000		1,000		
2. CESSI (p. 16)		500		1,000	
3. Eastern Consortium (for Turkish) (p. 16)	3,000	3,000	3,000	3,000	
4. Midwest Institute for International Education (p. 34)	2,500	2,500	2,500	2,500	NRC CP1
<b>SUBTOTAL OTHER: INSTITUTIONAL COOPERATION</b>	<b>6,500</b>	<b>6,000</b>	<b>6,500</b>	<b>6,500</b>	
iv. EVALUATION					
1. SWEPT (section 9, pp. 39-44)	5,000	3,000	4,000	4,000	
2. ACTFL (or equivalent) assessment training (p. 45)	5,000				
<b>SUBTOTAL OTHER: EVALUATION</b>	<b>10,000</b>	<b>3,000</b>	<b>4,000</b>	<b>4,000</b>	
<b>TOTAL PART E: OTHER</b>	<b>65,600</b>	<b>68,800</b>	<b>64,200</b>	<b>62,600</b>	
					<b>4-Yr Totals</b>
<b>TOTAL PARTS A-E (DIRECT COSTS)</b>	<b>246,829</b>	<b>246,829</b>	<b>246,828</b>	<b>246,828</b>	<b>987,315</b>
<b>TOTAL INDIRECT COSTS: (8% OF DIRECT COSTS)</b>	<b>19,746</b>	<b>19,746</b>	<b>19,746</b>	<b>19,746</b>	<b>78,985</b>
<b>NRC Total</b>	<b>266,575</b>	<b>266,575</b>	<b>266,575</b>	<b>266,575</b>	<b>1,066,300</b>
<b>FLAS</b>	<b>288,000</b>	<b>288,000</b>	<b>288,000</b>	<b>288,000</b>	<b>1,152,000</b>
<b>Grand Total</b>	<b>554,575</b>	<b>554,575</b>	<b>554,575</b>	<b>554,575</b>	<b>2,218,300</b>

**Global Studies**  
**University of Wisconsin – Madison**  
**Title VI NRC/FLAS Proposal (FY2015 - FY2018)**

	<b>1st Yr</b>	<b>FY2015</b>	<b>FY2016</b>	<b>FY2017</b>	<b>FY2018</b>
<b>B. FRINGE BENEFITS (increased by 0.5% per annum)</b>					
<b>i. ACADEMIC STAFF</b>					
Associate Director	34.50%	7,311	7,566	7,827	8,096
Web and technical support	34.50%	4,273	4,422	4,575	4,732
Outreach Coordinator	34.50%	3,448	3,568	3,691	3,818
Lecturer, Summer Immersion	34.50%	8,625	8,750	9,053	9,180
Events Coordinator	34.50%	4,313	4,375	4,526	4,590
<b>ii. CLASSIFIED STAFF</b>					
Program Asst / Financial Specialist	47.40%	7,121	7,340	7,639	7,873
<b>iii. STUDENT ASSISTANTS</b>					
Hourly Student Assistants (incl. peer advisor)	4.10%	492	552	612	672
Graduate Assistants	24.20%	3,388	3,458	3,528	3,598
<b>TOTAL PART B: FRINGE BENEFITS</b>		<b>38,971</b>	<b>40,030</b>	<b>41,451</b>	<b>42,559</b>

**Global Studies**  
**University of Wisconsin - Madison**  
**Title VI FLAS Fellowship Budget**  
**Fall 2014 - Summer 2018**

Global Studies requests  
10 Title VI FLAS fellowships (8 graduate, 2 undergraduate)  
for the academic years 2014-15 through 2017-18

Applications for fellowships will be accepted from  
all graduate students and from undergraduates at the third year and above  
for study in Arabic, Persian, and Turkish  
and from all students at 3rd year and above for Chinese, Hindi, Indonesian, Portuguese, and Russian.

Academic Year (AY)			2014-2015	2015-2016	2016-2017	2017-2018
	\$/Award	#	Total \$	Total \$	Total \$	Total \$
Institutional Payment						
Graduate	18,000	6	108,000	108,000	108,000	108,000
Undergraduate	10,000	2	20,000	20,000	20,000	20,000
Subsistence Allowance						
Graduate	15,000	6	90,000	90,000	90,000	90,000
Undergraduate	5,000	2	10,000	10,000	10,000	10,000
<b>Total: Academic Year</b>			<b>\$ 228,000.00</b>	<b>\$ 228,000.00</b>	<b>\$ 228,000.00</b>	<b>\$ 228,000.00</b>
Summer			2015	2016	2017	2018
	\$/Award	#	Total \$	Total \$	Total \$	Total \$
Institutional Payment	5,000	8	40,000	40,000	40,000	40,000
Subsistence Allowance	2,500	8	20,000	20,000	20,000	20,000
<b>Total: Summer</b>			<b>\$ 60,000.00</b>	<b>\$ 60,000.00</b>	<b>\$ 60,000.00</b>	<b>\$ 60,000.00</b>
<b>GRAND TOTAL</b>			<b>\$ 288,000.00</b>	<b>\$ 288,000.00</b>	<b>\$ 288,000.00</b>	<b>\$ 288,000.00</b>



## Appendix 2 – Faculty profiles

(GS Director and Associate Director listed first, followed by all GS faculty in alphabetical order)

**Richard Keller**  
*Director, Global Studies*

**Time Dedicated to International Studies: 75%**

**Departmental Home:** Medical History and Bioethics

**Tenure Status:** Associate Professor (Tenured)

**Educational History:** Ph.D. History, Rutgers University, 2001  
M.A. History, University of Colorado at Boulder, 1996.  
B.A. History, University of Colorado at Boulder, 1992.

**International Studies Courses:**

Medical History and Bioethics 275: Science, Medicine, and Race: A History  
Medical History and Bioethics 553: International Health and Global Society  
Medical History and Bioethics 678: Global AIDS: Interdisciplinary Perspectives

**Recent Publications:**

*Des morts inaperçues : l'enregistrement des surmortalités brutales en Angleterre, aux Etats-Unis et en France*  
(Rennes: Editions de l'Ecole Nationale de Santé Publiques, forthcoming). Carine Vassy, Robert Dingwall,  
and Richard Keller.  
*Unconscious Dominions: Trauma, Sovereignty, Psychoanalysis* (Durham, N.C.: Duke University Press). Warwick  
Anderson, Deborah Jensen, and Richard Keller, eds.  
*Colonial Madness: Psychiatry in French North Africa* (Chicago: University of Chicago Press, 2007).  
"Faut-il contrôler les aspects éthiques de la recherche en sciences sociales et comment ?" *Mouvements*/55-  
56, (2008):128-41, Vassy, Carine, and Richard Keller.

**Steve K. Smith**  
*Associate Director, Global Studies*

**Time Dedicated to International Studies: 100%**

**Departmental Home:** Global Studies

**Tenure Status:** Academic Staff (Non-tenure track)

**Educational History:** Ph.D. Portuguese Language and Literature, University of Wisconsin –  
Madison, 2008  
Master of International Affairs, Columbia University, New York, 1991  
B.A. with Honors and Distinction, University of Wisconsin – Madison,  
1987

**Languages:** Portuguese (5) Spanish (3) French (2)

**Recent Publications:**

*Palcos Políticos: Activist Theater in São Paulo, Brazil, at the Turn of the Millennium*. Berlin: VDM, 2009.  
"The Purple Stain." Translation of Plínio Marcos, "A Mancha Roxa." *The Dirty Goat* 16 (2007): 144-169.  
"Activist Theater: From Brecht Through Boal." *The Brecht Yearbook* 30. 279-299. 2005.  
"Parados no limiar: o espaço das portas em A Morgadinha dos canaviais." *Lucero* 16 (2005): 127-156.

**Sandra Adell****Time Dedicated to International Studies: 50%****Departmental Home:** Afro-American Studies**Tenure Status:** Professor (Tenured)**Educational History:** Ph.D. Comparative Literature, University of Wisconsin – Madison, 1989  
M.A. Comparative Literature, University of Wisconsin – Madison, 1988**International Studies Courses:**

Feminism and Women Theater Artists of the Diaspora

The African Diaspora

Contemporary Afro-American Poetry

Critical and Theoretical Issues in Afro-American Literature Writing About Race

The Black Arts Movement

**Languages:** French (4), Spanish (3), Old French (2)**Recent Publications:***African American Women Playwrights: The Twenty-First Century*. Edited with an introduction by Sandra Adell. Champagne: University of Illinois Press [forthcoming].*Feminism and Women Theater Artists of Africa and African Diaspora*. [manuscript in preparation for fall 2015]**Severino Albuquerque****Time Dedicated to International Studies: 100%****Departmental Home:** Spanish and Portuguese**Tenure Status:** Professor (Tenured)**Educational History:** Ph.D. Comparative Literature, University of North Carolina, 1984  
M.A. Univ of North Carolina-Chapel Hill, 1978.  
B.A. Universidade Católica de Pernambuco, 1976**International Studies Courses:**

Portuguese 225/5: Third Year Composition and Conversation Portuguese

Portuguese 311: Fourth Year Composition and Conversation Portuguese

Portuguese 468: Survey of Brazilian Literature

Portuguese 751: Brazilian Film

**Languages:** Portuguese (5), Spanish (4), French (3)**Overseas Experience:** Brazil and Europe**Recent Publications:**Clarice Lispector e a descoberta do(s) outro(s) mundo(s), *Letterature d’America*, 2015. [Italy]*University of Wisconsin Press; Performing Brazil, 2014*. (co-editor)Brazilian literature: drama. *Handbook of Latin American Studies*. University of Texas Press / Library of Congress, 2013.*Joaquim Nabuco: Ensaios do Seminario na Universidade de Wisconsin, 2009*. Organizador. Rio de Janeiro: Bem-te-vi, Forthcoming, 2010.

**Julie Allen****Time Dedicated to International Studies: 50%****Departmental Home:** Scandinavian Studies**Tenure Status:** Associate Professor (Tenured)**Educational History:** Ph.D., Harvard University, 2005  
MA, Harvard University, 2000  
BA, Brigham Young University, 1998**International Studies Courses:**Scand Studies 431: Scandinavian History from 800-1815  
Scand Studies 432: Scandinavian History from 1815 to the present  
Scand Studies 296/496: Scandinavian Heritage in America**Languages:** Danish (5), German (5), French (4), Swedish (4)**Overseas Experience:** Research in Germany and Denmark, London**Recent Publications:**

Brandes as a German Journalist: Shaping Cultural Identity through the Mass Media." *Grands courants d'échanges intellectuels: Georg Brandes et la France, l'Allemagne, l'Angleterre*. Bern: Peter Lang, 2009. 227-242.

"Ludvig Holberg: Kierkegaard's Unacknowledged Mentor." *Kierkegaard Research: Sources, Reception and Resources. Volume 5: Kierkegaard and the Renaissance and Modern Traditions*. London: Ashgate, 2009. 77-92.

"Writing Literary History Before the Fact: Georg Brandes's International Marketing of Modern Danish Literature." *The Angel of History. Literature, History and Culture*. University of Helsinki, 2009. 202-212.

"Dreaming of Denmark: Orientalism and Otherness in Schnitzler's *Traumnovelle*." *Modern Austrian Literature* 42.2 (June 2009). 41-60.

**Michael Apple****Time Dedicated to International Studies: 50%****Departmental Home:** Curriculum & Instruction**Tenure Status:** Professor (Tenured)**Educational History:** Ed.D. Curriculum Studies, Columbia University, 1970**International Studies Courses:**Curriculum & Instruction 855 Issues in Education  
Curriculum & Instruction 910, Seminar in Ideology and Curriculum**Languages:** English (5), Spanish (1)**Recent Publications:**

*Official Knowledge, 3<sup>rd</sup> Edition*, New York and London: Routledge, 2014.

*Knowledge, Power, and Education*, New York: Routledge, 2013.

*Can Education Change Society?*, New York and London: Routledge, 2013.

*Global Crises, Social Justice, and Education*. New York: Routledge, 2010.

**Tess Arenas****Time Dedicated to International Studies: 100%****Departmental Home:**

LACIS

**Tenure Status:**Emeritus Assistant Vice President, Director of OSLCBR  
(Non-tenure track)**Educational History:**Ph.D. University of Wisconsin-Madison, 1992  
M.A. University of Wisconsin-Madison, 1988  
B.A. Alverno College, 1981**International Studies Courses:**Inter/Es 400 : Crossing Borders Study Abroad  
CLS 230: Place Making on Contested Terrain: US-Mexico Border  
CLS 330: Chicano Ideology Past and Present  
CLS 510: Advanced Cultural Studies  
ILS 106: FIG: Foundations in Multicultural Coalition Building**Languages:** English (5), Spanish (3), German (3), Zulu (1)**Overseas Experience:** Mexico, South Africa, US-Mexico Border Region**Thomas Armbrrecht****Time Dedicated to International Studies: 100%****Departmental Home:**

French and Italian

**Tenure Status:**

Associate Professor (Tenured)

**Educational History:**Ph.D. French Studies, Brown University, 1999  
M.A. French Studies, Brown University, 1995  
B.A. Middlebury College, 1992**International Studies Courses:**FR647: Le Roman Français au XXe Siècle  
FR595: Theory and Practice of French/Francophone Drama  
FR271: Introduction to French Literature**Overseas Experience:** Annual research in France**Languages:** French (5), German (4), Spanish (3)**Recent Publications:**

« On ne se baigne jamais deux fois dans le même fleuve : L'Ontologie Trans- de Laurence, Anyways. » L'Esprit Créateur. 53.1 (Spring 2013): 31-44.

"The Face is the Mask: Global Modifications of Body and Soul." Bodies Without Borders. ed. By A. Jafar and E. Casanova. London: Palgrave Macmillan, 2013: 107-113.

"Universal Particularities: Conceptions of Sexuality, Nationality, and Culture In France and the United States" Comparatively Queer: Interrogating Identities Across Time and Cultures, ed. by W. Spurlin, M. Higonnet, and J. Hayes. London: Palgrave Macmillan, 2010: 153-170.

"The Whole Picture: Using Non-literary Forms of Artistic Production to Analyze Autobiography." *Life Writing and Pedagogy*, Ed. Craig Howes and Miriam Fuchs. Approaches to Teaching World Lit. New York: MLA, 2009: 151-160.

**Grant Armstrong****Time Dedicated to International Studies: 100%****Departmental Home:** Spanish and Portuguese**Tenure Status:** Assistant Professor (Tenure track)**Educational History:** Ph.D. Georgetown University, 2011  
M.S. Georgetown University, 2007  
B.A. University of California-Berkeley, 2002**International Studies Courses:**SPAN320 : Spanish Phonetics  
SPAN327: Introduction to Spanish Linguistics  
SPAN630: Topics: Generative Syntax of Spanish  
SPAN 815: Topics: The Lexicon-Syntax Interface**Languages:** Spanish (5), Catalan (4), French (4), Yucatec Maya (4)**Overseas Experience:** Instructor in Yucatec Maya Institute**Recent Publications:**

"The syntax and semantics of personal datives in Appalachian English" In R. Zannuttini & L. Horn (eds) *Micro-syntactic variation in North American English* Oxford, UK: Oxford University Press, 178-214 (with Corinne Hutchinson), 2014.

"Agentive reflexive clitics and transitive SE constructions in Spanish" *Borealis* 2(2): 81-128, 2013.

"On the adjectival component of change of state verbs in Spanish" In M.C. Cuervo & Y. Roberge (eds) *The End of Argument Structure?* Bingley, UK: Emerald Press, 13-41, 2012.

"On copular sentence in Yucatec Maya" In *Proceedings of the 4th Congreso internacional de idiomas indígenas de Latinoamérica*, 2010.

**Sumudu Atapattu****Time Dedicated to International Studies: 50%****Departmental Home:** Global Legal Studies Center, UW Law School**Tenure Status:** Associate Professor (Tenured)**Educational History:** PhD., University of Cambridge, UK, 1995  
LL.M., University of Cambridge, UK, 1988**International Studies Courses:****Languages:** Sinhala (5), English (5), French (4), Spanish (3)**Overseas Experience:** Research Projects in Sri Lanka**Recent Publication:**

2014: "International Environmental Law and the Global South"; "The Significance of International Environmental Law Principles in Reinforcing and Dismantling the North South Divide" in *International Environmental Law and the Global South*

2015: "Human Rights Approaches to Climate Change: Challenges for International Law" in *Routledge*

**William Aylward****Time Dedicated to International Studies: 50%****Departmental Home:** Classics, UW Biotechnology Center**Tenure Status:** Full Professor (Tenured)**Educational History:** Ph.D. University of Cincinnati, 2000  
M.A. University of Arizona, 1995  
B.A. University of Arizona, 1992**International Studies Courses:**

Classics 300: Art and Archaeology of Ancient Greece

Classics 304: Art and Archaeology of Ancient Rome

Classics 370: Classical Myth

Classics 373: Roman Architecture

ILS 203: Western Lit. and the Arts

**Overseas Experience:** Turkey, Greece, Italy, Germany, Spain, France**Languages:** Latin (5), Ancient Greek (5), Turkish (4)**Recent Publication:**

Excavations at Zeugma. Packard Humanities Institute. Los Altos, CA, 2013.

The Kizilburun Shipwreck and the Temple of Apollo at Claros, American Journal of Archaeology 114: 145-159, 2010.

**Bernadette Baker****Time Dedicated to International Studies: 50%****Departmental Home:** Curriculum and Instruction**Tenure Status:** Professor (Tenured)**Educational History:** Ph.D. Curriculum and Instruction, University of Wisconsin-Madison, 1997  
M.Ed. Deakin University, Australia, 1994.  
B.H.M.S. (Ed) University of Queensland, Australia, 1990.**International Studies Courses:**

Sociocultural Conceptions

Transnational Curriculum 1

**Languages:** French (4), German (4)**Recent Publication:**

State-formation, teaching techniques and globalisation as aporia. Discourse: Studies in the Cultural Politics of Education, 26 (1), (pp. 47-79), 2005.

**Erlin Barnard****Time Dedicated to International Studies: 100%****Departmental Home:** Languages and Cultures of Asia**Tenure Status:** Pedagogy Coordinator for Less Commonly Taught Languages**Educational History:** Ph.D Leeds Metropolitan University, Leeds, UK, 2004  
M.A. University of Hawaii at Manoa, Honolulu, HI, 1989**Overseas Experience:** Research and teaching in Singapore and Indonesia**Languages:** Indonesian (5), English (5), Japanese (4), Mandarin (4)**Recent Publication:**

2014: "Let's Speak Indonesian: Ayo Berbahasa Indonesia! A Communicative Testbook for Beginning and Intermediate Indonesian;"

2013: "Ayo Membaca: Indonesian Reading Lessons;"

2012: "Improving reading Proficiency via Interactive Online Lessons" in *Electronic Journal of Foreign Language Teaching*; "Fundamentals of Language Teaching Methods" in *National Online LCTL Teacher Training Initiative***Linda Baumann****Time Dedicated to International Studies: 50%****Departmental Home:** School of Nursing**Tenure Status:** Professor (Tenured)**Educational History:** Ph.D. Social Psychology, University of Wisconsin –Madison  
M.S. Psychology, University of Wisconsin –Madison  
M.S. Medical-Surgical Nursing, University of Michigan  
BSN, Nursing, University of Michigan**International Studies Courses:**

Population Health 718: International Health Systems

Nursing 590: Community Health Nursing: Rural Health

Health &amp; Disease in Uganda Field Course, 3-Week Intersession

**Recent Publications:**Baumann, LC, Opio, CK., Otim, M., Olson, L., Ellison, S. Self-care beliefs and behaviors in Ugandan adults with type 2 diabetes. *The Diabetes Educator*. (in press)Hartjes, L., Baumann, L., & Henriques, J. (2009). Travel health risk perceptions and prevention behaviors of U.S. study abroad students. *Journal of Travel Medicine*, 1-6.Severtson, DJ, Baumann, LC, Brown, RL. (2008). *Applying the common sense model to understand representations of arsenic contaminated well water. Journal of Health Communication*, 13, 538-554.Hag, C., Baumann, LC, Olsen, CW, Diprete Brown, L., Kraus, C., Bousquet, G., Conway, J., & Easterday, B. (2008). *Creating a Center for Global Health at the University of Wisconsin-Madison, Academic Medicine*, 83 (2): 148-153.Bathum, M.E. & Baumann, L.C. (2008). *A sense of community among Latina immigrants. Journal of Family and Community Health*, 30 (3), 167-177.

**Kata Beilin****Time Dedicated to International Studies: 50%****Departmental Home:** Spanish and Portuguese**Tenure Status:** Full Professor (Tenured)**Educational History:** Ph.D. Romance Lang. and Lit., University of Chicago, 1998  
M.A. Iberistics, University of Warsaw, 1991  
B.A. Liceum im. Frycza Modrzewskiego, 1986**International Studies Courses:**

Spanish 453: Literature and Environment

Spanish 715: Introduction to Cultural Studies

Spanish 223: Introduction to Hispanic Cultures

Spanish 324: Survey of Modern Spanish Literature

Spanish 861: Graduate Seminar

**Languages:** Spanish (5), Polish (5), French (4), Russian (4)**Overseas Experience:** Spain**Recent Publication:**

Katarzyna Olga Beilin. "We Are the Bull: In Search of Affirmative Biopolitics in Contemporary Spain". University of Ohio Press, 2015.

"Debates on Life in Contemporary Spain" ed. Katarzyna Olga Beilina and Willima Viestenz. Special Issue of HIOL, 2014.

"Still Different?: Politics, Culture and Biotechnology in Spain." with Sainath Suryanarayanan. Forthcoming in HIOL, 2014.

"Clouds over Barcelona: Anthropocene, Disquieting Realism and Dark Humor" HIOL Special Issue, 2014.

**Maria Belodubrovskaya****Time Dedicated to International Studies: 100%****Departmental Home:** Communication Arts**Tenure Status:** Assistant Professor (Tenure track)**Educational History:** Ph.D. University of Wisconsin-Madison, 2011  
M.A. University of Wisconsin-Madison, 2005**International Studies Courses:**

ComArts 456 : Russian and Soviet Cinema

**Languages:** English (5), Russian (5)**Overseas Experience:** Research in Russia**Recent Publications:**

"Soviet Hollywood: The Culture Industry That Wasn't," Cinema Journal, 53:3 (Spring 2014), 100–122.

"The Jockey and the Horse: Joseph Stalin and the Biopic Genre in Soviet Cinema," Studies in Russian and Soviet Cinema 5:1 (2011): 29–53.

"Understanding the Magic: Special Effects in Ladislav Starewitch's L'Horloge magique," KinoKultura 23 (2009).

"Ekstsentrizma stilija v kinokartine A. Rooma Strogii iunosha" [Eccentrism of Style in Abram Room's A Strict Young Man], Tynianovskii sbornik 12 (2006): 318–38.



**Michael Bernard-Donals****Time Dedicated to International Studies: 25%****Departmental Home:** English**Tenure Status:** Professor (Tenured)**Educational History:** Ph.D. English, SUNY at Stony Brook, 1991  
B.A. English, University of Notre Dame, 1985**International Studies Courses:**

Writing (and) the Holocaust; History, Memory, and Exile Since 1945; Rhetoric and Ethics after Auschwitz

**Languages:** Spanish (3), French (2), Biblical Hebrew (1)**Recent Publication:***Forgetful Memory: Representation and Remembrance After Auschwitz*. Albany, NY: SUNY Press [in press, December 2008]. 191 pp.“‘If I forget thee, O Jerusalem’: The Politics and Poetics of Memory in ‘Palestine.’” In *After Representation: The Holocaust, Literature, and Culture*, ed. Robert Ehrenreich and Cliff Spargo. New Brunswick, NJ: Rutgers UP 2009: 119-34.“Ethics, Redemption, and Writing after Auschwitz.” *Judaic Perspectives on Literacy: Contexts for Rhetoric and Composition*. Ed. Andrea Greenbaum and Deborah Holdstein. New York: Hampton Press, 2008. 129-150. With John W. Drake.“In an Era of Second-Hand Witnessing.” *Comparative Literature Studies* 44.3 (2007): 340-346.“In Memoriam: Levinas, the Holocaust, and the Immemorial.” *Mosaic* 40.3 (September 2007): 1-16.**David Bethea****Time Dedicated to International Studies: 100%****Departmental Home:** Slavic Languages and Literature**Tenure Status:** Vilas Research Professor (Tenured)**Educational History:** Ph.D. University of Kansas, 1977  
M.S. Georgetown University, 1974  
B.A. Washington and Lee University, 1970**International Studies Courses:**

LitTrans 201-203 : Survey 19th-Century Russian Literature ; Slavic 321 : Fourth-Year Russian

**Languages:** Russian (5), French (3), Serbo-Croatian-Bosnian (2), Latin (1)**Overseas Experience:** Yearly research at Pushkinskii Dom (Pushkin House), Academy of Sciences, St. Petersburg, Russia; consulting at School of Higher Economics, Moscow (2013-14)**Recent Publications:**“Соловьев и Дарвин: между Софией и «выживанием сильнейших»” (Solov’ev and Darwin: Between Sophia and ‘Survival of the Fittest’) for *Lotmanovskii sbornik*, Feb. 2014.“Another Look at Pushkin’s Byronism,” in *Zapiski russkoi akademicheskoi gruppy v SShA* (Festschrift for Vladimir Alexandrov), 7000 words, 2014.

American Contributions to the Fifteenth International Congress of Slavists. Minsk, August 2013. ed. David M. Bethea and Christina Y. Bethin (Bloomington: Slavica, 2013)

**Ksenija Bilbija****Time Dedicated to International Studies: 75%****Departmental Home:** Spanish and Portuguese**Tenure Status:** Full Professor (Tenured)**Educational History:** Ph.D. University of Iowa, 1990  
M.A. Spanish, University of Iowa, 1984  
B.A. Spanish Philology, University of Belgrade, Yugoslavia, 1982**International Studies Courses:**

Spanish 802: Faces and Traces of Violence; Spanish 460: Writing after Dictatorship in the Southern Cone; Spanish 468: Writing, Righting and Marketing in Southern Cone

**Overseas Experience:** Spain**Languages:** Serbian (5), Spanish (5), English (5), Portuguese (4)**Recent Publications:**

REVIEW: Literatures and Arts of the Americas (Beyond Violence: Toward Justice in Latin American Writing and Arts), Issue 88, Vol. 47, No. 1, 2014.

Accounting for Violence: Marketing Memory in Latin America Eds. Ksenija Bilbija and Leigh Payne, Durham: Duke University Press, 2011.

"Anamnesis del legado autoritario: Novela negra con argentinos de Luisa Valenzuela." *Hispania*. Vol. 40, no. 118, 2011; Pp: 45-55.**Katherine Bowie****Time Dedicated to International Studies: 50%****Departmental Home:** Anthropology**Tenure Status:** Full Professor (Tenured)**Educational History:** Ph.D. University of Chicago, 1988  
M.A. University of Chicago, 1981  
B.A. Stanford University, 1972**International Studies Courses:**Anthro 330: Peoples and Cultures of Mainland Southeast Asia      Anthro 350: Political Anthropology  
Anthro 120: Anthropological Approaches to Theravada Buddhism      Anthro 424: Historical Anthropology  
Anthro 940: Gender and Politics**Overseas Experience:** Thailand**Languages:** Thai (4), Northern Thai (4), Swiss-German (4), German (3)**Recent Publication:**"Buddhism and Militarism in Northern Thailand: Solving the Puzzle of the Saint Khruubaa Srivichai." *Journal of Asian Studies*. 73/3(August 2014)."The Saint with Indra's Sword: Kruubaa Srivichai and Buddhist Millenarianism in Northern Thailand." *Comparative Studies in Society and History*. 56/3 (July 2014)."Athalak an thuk paetpyan: khwaam laaklaaj thaang chaatiphan lae kaan sathaaphana khwaam chya kiaw kap phaetsathaana naj phaak nya khong thai." [Polluted Identities: Ethnic Diversity and the Constitution of Northern Thai Beliefs on Gender]. Translated by Kangwan Fongkaew. In *Tuaton khonmyang: 100 pii chaatakaan Kraisri Nimmaanhaeminda*. Edited by Wasan Panyagaew. Chiang Mai University: Suunwichai lae borikaanwichaakaan, Khana sangkhomsaat. Pp. 125-167. 2012.

**Rachel Feldhay Brenner****Time Dedicated to International Studies: 100%****Departmental Home:** Center for Jewish Studies**Tenure Status:** Full Professor (Tenured)**Educational History:** Ph.D. York University, 1986  
M.A. Tel Aviv University, 1975  
B.A. Hebrew University, 1968**International Studies Courses:**

Heb 401-402: Survey of Modern Hebrew Literature

Heb 356: Zionism from Inception to the State

**Overseas Experience:** Holocaust, Israel**Languages:** English (5), Hebrew (5), Polish (5)**Recent Publications:**

Ethics of Witnessing, 2014.

"The Final Solution in Early Polish Testimonial Fiction: The Impact of the Holocaust on the Witnessing World," 2014.

"L'attitude de Russell, Benda, and Gide: conceptions du bonheur et de la réalité de l'Holocauste dans le journal de Aurelia Wyleżyńska," 2014.

"Ideological Reactions to the Holocaust in Autobiographical Writings of Polish Diarists-Writers," 2014.

**Dominique Brossard****Time Dedicated to International Studies: 50%****Departmental Home:** Life Sciences Communication (CALS)**Tenure Status:** Associate Professor (Tenured)**Educational History:** Ph.D. Communications, Cornell University, 2002  
M.S. Plant Biotechnology, Ecole Nationale Supérieure d'Agronomie de Toulouse (France), 1987**International Studies Courses:**

Risk Communication

Developing creative messages for media

Principles of Strategic Communications

Public Information Campaigns

**Languages:** French (5) Spanish (5) English (4) Italian (1) Portuguese (1)**Recent Publication:**Brossard, D. (forthcoming). Social/political perspectives in biotechnology. In *The Role of Biotechnology in a Sustainable Food Supply*. Cambridge University Press.Anderson, A. Brossard, D. Scheufele, D. (forthcoming). The changing information environment for nanotechnology: Online audiences and content. *Journal of Nanoparticle Research*.Fung, T., & Brossard, D. (forthcoming). There is water everywhere: How news framing amplifies the effect of ecological worldviews on preference for flooding protection policy. *Mass Communication and Society*.

**Gudrun Buhnemann****Time Dedicated to International Studies: 100%****Departmental Home:** Languages and Cultures of Asia**Tenure Status:** Professor (Tenured)**Educational History:** Ph.D. Classical Indian and Buddhist Studies, University of Vienna, 1980**Overseas Experience:** Nepal**Languages:** German (5), Sanskrit (5), French (4)**Recent Publications:**

A dhāraṇī for Each Day of the Week: The saptavāra Tradition of the Newar Buddhists. *Bulletin of the School of Oriental and African Studies* 77/1. 2014: 119-136 (special issue mantra and dhāraṇī in the religious traditions of Asia).

Bhīmasena as Bhairava in Nepal. *Zeitschrift der Deutschen Morgenländischen Gesellschaft* 163/2. 2013: 455-476..  
 Bhairava and the Eight Charnel Grounds: On the History of a Monumental Painting at the Jayavāgīśvarī Temple, Kathmandu. *Berliner Indologische Studien/Berlin Indological Studies* 21. 2013: 307-326. (appeared in Jan. 2014).

The Life of the Buddha: Buddhist and Śaiva Iconography and Visual Narratives in Artists' Sketchbooks from Nepal. With Transliterations and Translations from the Newari by Kashinath Tamot. Lumbini: Lumbini International Research Institute, 2012, pp. 204.

**Emily Callaci****Time Dedicated to International Studies: 50%****Departmental Home:** History**Tenure Status:** Assistant Professor (Tenure track)**Educational History:** Ph.D. History, Northwestern University, 2012.  
M.A. History, Northwestern University, 2006.**International Studies Courses:**

Africa Since 1940; Globalization and the African City; Gender, Sexuality and the Making of the Self in Modern Africa; Decolonization and Nationalism in Africa; Senior Honors Thesis; Historical Approaches to the Global City (Graduate Seminar)

**Overseas Experience:** Tanzania**Languages:** Kiswahili (5), French (4), Italian (1)**Recent Publications:**

*The City and African Socialism: History, Urban Culture and the Politics of Authenticity in Ujamaa-era Tanzania [in preparation]*

"Dancehall Politics: Mobility, Sexuality, and Spectacles of Racial Respectability in Late Colonial Tanganyika, 1930s-1961," *The Journal of African History*, 52 (2011): 365-84.

**Claudia Card****Time Dedicated to International Studies: 25%****Departmental Home:** Philosophy**Teaching Affiliations in:** Environmental Studies, Gender & Women's Studies, Jewish Studies, LGBT Studies**Tenure Status:** Professor (Tenured)**Educational History:** Ph.D. Philosophy, Harvard, 1969  
B.A. Philosophy, University of Wisconsin-Madison, 1962**International Studies Courses:**

Moral Philosophy and the Holocaust

Seminars on German philosophers Kant, Schopenhauer, Nietzsche

**Languages:** French (2), German (1), Spanish (1), Ancient Greek (1)**Recent Publications:***Confronting Evils: Terrorism, Torture, Genocide.* (Cambridge, in press, forthcoming fall 2010).*The Atrocity Paradigm: A Theory of Evil.* (Oxford 2002).*Genocide's Aftermath.* Coedited with Armen Marsoobian (Blackwell 2007).*The Cambridge Companion to Simone de Beauvoir.* (2003).**Russ Castronovo****Time Dedicated to International Studies: 25%****Departmental Home:** English**Tenure Status:** Professor (Tenured)**Educational History:** Ph.D. Literature, University of California, Santa Cruz, 1992.  
B.A. English, University of California, Berkeley, 1986.**International Studies Courses:**

Bodies Politic: Race, Sexuality, and National Narrative

Topics in Theory: Nationalism and Power

**Recent Publications:***Beautiful Democracy: Aesthetics and Anarchy in a Global Era* (Chicago: University of Chicago Press, forthcoming 2007)."On Imperialism, see...": Reviewing Kaplan and Pease's *Cultures of United States Imperialism*" *American Literary History* (forthcoming 2008)."Imperialism, Orientalism, and Empire," *Cambridge History of the American Novel*, ed. Leonard Cassuto et al. (Cambridge: Cambridge University Press, forthcoming)."Fahrenheit 1861: Cross Patriotism in Melville and Douglass" [co-authored with Dana Nelson] in *Frederick Douglass and Herman Melville: Essays in Relation*, ed. Robert S. Levine and Samuel Otter (Chapel Hill: University of North Carolina Press, 2008) 329-48.

**Michael Chamberlain****Time Dedicated to International Studies: 50%****Departmental Home:** History**Tenure Status:** Professor (Tenured)**Educational History:** Ph.D. History, UC - Berkeley, 1992  
M.A. Near East Studies, UC - Berkeley, 1986**International Studies Courses:**

Explorations in Third World History

Family and Gender in Medieval Islam, Medieval Islamic Social History

Islamic History from the Origins of Islam to the Ottomans

**Languages:** Arabic (5), French (2)**Recent Publications:**

"Military patronage states and the political economy of the frontier, 1000-1250." In *Companion to the History of the History of the Middle East*, edited by Y. Choueiri (London: Blackwell, 2005).  
*Knowledge and Social Practice in Medieval Damascus, 1190-1350* (NY: Cambridge, 2002).

**Shelly Chan****Time Dedicated to International Studies: 25%****Departmental Home:** History**Tenure Status:** Assistant Professor (Tenure track)**Educational History:** Ph.D. University of California-Santa Cruz, 2009  
M.A. University of California-Santa Cruz, 2005  
M.A. University of British Columbia, 2003  
B.A. University of British Columbia, 1999**International Studies Courses:**

History 342: History of the People's Republic of China

History 276: Chinese Migrations since 1500

History 600: Sex, Bodies, and Modernity in China

History 201: Images of China

**Languages:** Mandarin (5), Cantonese (5)**Overseas Experience:** China, Hong Kong, Taiwan, Singapore**Recent Publications:**

"The Disobedient Diaspora: Overseas Chinese Students in Mao's China," *Journal of Chinese Overseas*, November 2014.

"The Case for Diaspora: A Temporal Approach to the Chinese Experience," *Journal of Asian Studies*, 2014.

"Rethinking the 'Left-Behind' in Chinese Migrations: A Case of Liberating Wives in Emigrant South China in the 1950s." In *Proletarian and Gendered Mass Migrations: A Global Perspective on Continuities and Discontinuities from the Nineteenth to the Twenty-first Centuries*. Dirk Hoerder and Amarjit Kaur, eds. Leiden and Boston: Brill. 2013.

**Karma Chavez****Time Dedicated to International Studies: 100%**

**Departmental Home:** Communication Arts, Chican@ and Latin@ Studies, Gender and Women's Studies

**Tenure Status:** Associate Professor (Tenured)

**Educational History:** Ph.D. Arizona State University, 2007  
M.A. University of Alabama, 2003  
M.A. University of Alabama, 2002  
B.A. Hastings College, 2000

**International Studies Courses:**

Com Arts 667: Rhetoric of US Immigration and Naturalization; Com Arts 610: Topics: Rhetoric of Social Movement; Com Arts 610: Topics: Queer Migrations

**Languages :** Spanish (3)

**Recent Publications:**

"Reinvigorating the Queer Political Imagination: The Intersection of Social Movement and Rhetorical Criticism." Social Movements and Counterpublics. Christina Foust, Amy Pason, Kate Zittlow Rogness, Eds. Tuscaloosa: University of Alabama Press.

"Protecting LGBT Immigrant Detainees: The Rhetoric of Identity and the Expansion of the Prison Industrial Complex." Defining Communities. E. Johanna Hartelius, Ed. State College: Penn State University Press.

Queer Migration Politics: Activist Rhetoric and Coalitional Possibilities. Urbana: University of Illinois Press, 2013.

"Pushing Boundaries: Queer Intercultural Communication." Journal of International and Intercultural Communication 6.2: 83-95, 2013.

**Monika Chavez****Time Dedicated to International Studies: 100%**

**Departmental Home:** German

**Tenure Status:** Professor (Tenured)

**Educational History:** Ph.D. German Linguistics, University of Texas at Austin, 1992.  
M.A. German Studies, University of New Mexico, 1989.  
Zweite Diplomprüfung, History and German, University of Vienna, Austria, 1987.

**International Studies Courses:**

The Social Dimension of Foreign-Language Teaching and Learning; Teaching and Learning Foreign Language Culture; Language Evidence During Study Abroad; Beliefs and Motivation in Second Language Learning and Teaching

**Recent Publications:**

Learners' Descriptions of German Pronunciation, Vocabulary, and Grammar: A Folk Linguistic Account. *Die Unterrichtspraxis/Teaching German* 42 (1), 421-18. 2009.

With Glenn Levine, Charlotte Melin, Corinne Crane, and Thomas Lovik. "The Language Program Director in Curricular and Departmental Reform." *Profession* 2008, 240-254. 2008.

"Students' and teachers' assessments of the need for accuracy in the oral production of German as a foreign language." *The Modern Language Journal* 91 (4), 537-563. 2007.

**Preeti Chopra****Time Dedicated to International Studies: 100%**

**Departmental Home:** Languages and Cultures of Asia, Design Studies

**Tenure Status:** Associate Professor (Tenured)

**Educational History:** Ph.D. University of California, Berkeley, Architectural History, 2003  
M.A. City and Regional Planning (MCP) and Landscape Architecture (MLA), 1993

**International Studies Courses:**

LCA/AH 621: Mapping, Making, and Representing Colonial Spaces; LCA/AH 428: Visual Cultures of South Asia; LCA/AH 379: Cities of Asia; DS 642: Taste

**Overseas Experience:** India

**Languages:** Hindi (5), Punjabi (3), Gujarati (2), French (2)

**Recent Publications:**

2014: "The Colonial Bombay Town Hall: Engaging the Function and Quality of Public Space" in *City Halls and Civic Materialism: Towards a Global History of Urban Public Space*

2012: "Free to move, forced to flee: the formation and dissolution of suburbs in colonial Bombay" in *Urban History*; "From part to the whole" in *Poppo Pingel*;

2011: "A Joint Enterprise: The Creation of a New Landscape" in *Mumbai Reader*; "A Joint Enterprise: Indian Elites and the Making of British Bombay."

**Lawrence W. Church****Time Dedicated to International Studies: 100%**

**Departmental Home:** Law School

**Tenure Status:** Full Professor (Tenured)

**Educational History:** LLB University of Wisconsin-Madison, 1963  
B.A. Amherst College, 1960

**Overseas Experience:** Teaching law in Ethiopia, Zambia, Afghanistan, Germany, Taiwan, China, Japan, Indonesia, Vietnam, Russia and Mongolia.

**Kathryn Ciancia****Time Dedicated to International Studies: 100%**

**Departmental Home:** History

**Tenure Status:** Assistant Professor (Tenure track)

**Educational History:** Ph.D. Stanford University, 2011  
M.A. University College, 2004  
B.A. University of Oxford, 2002



**Sarah Clayton****Time Dedicated to International Studies: 100%**

**Departmental Home:** Anthropology

**Tenure Status:** Assistant Professor (Tenure track)

**Educational History:** Ph.D. Arizona State University, 2009  
M.A. Arizona State University, 2003  
B.A. University of Washington, 1998

**International Studies Courses:**

Anthro 102 : Archaeology and the Prehistoric World ; Anthro 120 : Archaeology of Mesoamerica ; Anthro 322 : Origins of Civilization ; Anthro 942 : Mesoamerican States

**Overseas Experience:** Archaeological Field Project in Central Mexico

**Recent Publications:**

Measuring the Long Arm of the State: Teotihuacan's Relations in the Basin of Mexico. *Ancient Mesoamerica* 24(1):87-105. 2013.

Hinterland Diversity and Ancient Maya Political Economy in Northwestern Belize. In *Classic Maya Political Ecology: Resource Management, Class Histories, and Political Change in Northwestern Belize*, edited by Jon C. Lohse, pp. 171-92. Cotsen Institute, University of California, Los Angeles. 2013.

Gender at Ancient Teotihuacan: a Mortuary Study of Intrasocietal Diversity. *Cambridge Archaeological Journal* 21(1):31-52. 2011.

**Glen Close****Time Dedicated to International Studies: 100%**

**Departmental Home:** Spanish and Portuguese

**Tenure Status:** Associate Professor (Tenured)

**Educational History:** Ph.D. Yale University, 1997  
M.A. Yale University, 1992  
B.A. Wesleyan University, 1989

**International Studies Courses:**

SPAN 223 : Introduction to Hispanic Civilization ; SPAN 224 : Introduction to Hispanic Literatures ; SPAN 363 : Spanish American Civilization ; SPAN 465 : Literature and Film in Spanish America ; SPAN 468 : Topics in Hispanic Cultures

**Languages:** English (5), Spanish (4), Portuguese (3), French (3)

**Overseas Experience:** Mexico City, Buenos Aires

**Recent Publications:**

"Antinovela negra: Cristina Rivera Garza's *La muerte me da* and the Critical Contemplation of Violence in Contemporary Mexico." *MLN* 129.2 (March 2014): 391-411.

"Corpse Photography in Roberto Bolano's *Estrella distante* and Cristina Rivera Garza's *Nadie me vera llorar*." *Bulletin of Spanish Studies* 91.4 (2014): 1-22.

"Desnudarse y morir: La erotizacion del cadaver femenino en el genero negro." In Adriaensen and Grinberg (eds.) *Narrativas del crimen en America Latina*. Berlin: Lit Verlag, 2012. 89-107.

**Jane Collins****Time Dedicated to International Studies: 50%****Departmental Home:** Community & Environmental Sociology**Tenure Status:** Professor (Tenured)**Educational History:** Ph.D. Anthropology, University of Florida, 1981  
M.A. Latin American Studies, University of Florida, 1978  
B.A. Anthropology, University of Virginia, 1976**International Studies Courses:**

SOC 925: Labor in the Global Economy

SOC 940: Seminar in Social Change (“Agrarian Transitions” and “Commodities in the Global Economy;”)

**Overseas Experience:** Peru, Brazil, Mexico**Languages:** Spanish (3), Aymara (1), Portuguese (1), French (1)**Recent Publications:**Reclaiming the Local in Movements against Inequality: A View from the U.S. Suomen Antropologi:  
Journal of the Finnish Anthropological Society 38(4): 52-55. 2014.A Feminist Approach to Overcoming the Closed Boxes of the Commodity Chain. Pp. 27-37 in Gendered  
Commodity Chains: Seeing Women’s Work and Households in 21st Century Global Production,  
Wilma Dunaway, ed. Stanford: Stanford Univ. Press, 2013.Theorizing Wisconsin’s 2011 Protests: Community-Based Unionism Confronts Accumulation by  
Dispossession. Amer. Ethnologist 39 (1): 1-15. 2012.Wal-Mart, American Consumer Citizenship, and the 2008 Recession. Focaal: Journal of Global &  
Historical Anthropology 61: 107-116. 2011.**Joseph Conti****Time Dedicated to International Studies: 25%****Departmental Home:** Sociology**Tenure Status:** Assistant Professor (Tenure track)**Educational History:** Ph.D. University of California-Santa Barbara, 2008.  
M.A. University of California-Santa Barbara, 2003.  
B.A. Regis College, 1996.**International Studies Courses:**

Sociology 496: Sociology of Globalization

**Recent Publications:**“Understanding Shifting Perceptions of Nanotechnologies and Their Implications for Policy Dialogues About  
Emerging Technologies.” Science and Public Policy 40(2):247–60. 2013.Between Law and Diplomacy: The Social Contexts of Disputing at the World Trade Organization. Stanford:  
Stanford University Press, 2011.“Vulnerability and Social Justice as Factors in Emergent US Nanotechnology Risk Perceptions.” Risk Analysis  
31(11): 1734–1748. 2011.

**Dustin Cowell****Time Dedicated to International Studies: 100%****Departmental Home:** African Languages & Literature**Tenure Status:** Professor (Tenured)**Educational History:** Ph.D. Comparative Literature (with a specialization in medieval Arabic and Spanish literature), University of California, San Diego, 1976.**International Studies Courses:**

AF 669: Arabic Language &amp; Culture

AF 446: Readings in Advanced Arabic Texts

**Languages:** Arabic (literary (4) Egyptian (3) ); Indonesian/Malay (3); French (2); Spanish (2)**Michael Cullinane****Time Dedicated to International Studies: 100%****Departmental Home:** History, Center for Southeast Asian Studies**Tenure Status:** Faculty Associate (Non-tenure track)**Educational History** Ph.D. University of Michigan, 1989  
M.A. Ohio University, 1969  
B.A. University of California-Santa Barbara, 1966  
CA Teach Cred. University of California-Santa Barbara, 1966**International Studies Courses:**

History 244: Introduction to Southeast Asia

History 246/Asian Am 240: Refugees of the 'Cold' War: Southeast Asians in America

**Recent Publications:**

Arenas of Conspiracy and Rebellion in Late-19th Century Philippines: Case of the April 1898 Uprising in Cebu. Quezon City: Ateneo de Manila U Press, 2014.

The Battle for Cebu (1899-1900): Andrew S. Rowan and the Siege of Sudlon. Cebu City: U of San Carlos Press, 2014.

The Parian of Cebu City: A Historical Overview, 1565-1898. Cebu: The Ramon Aboitiz Foundation, Inc, 2013.

"Bringing in the Brigands: the Politics of Pacification in the Colonial Philippines, 1902-1907" Philippine Studies (Quezon City), 57(1), March 2009.

**Guillermina De Ferrari****Time Dedicated to International Studies: 100%****Departmental Home:** Department of Spanish and Portuguese**Tenure Status:** Associate Professor (Tenured)**Educational History:**  
Ph.D. Spanish and Comparative Literature, Columbia University, 2001  
M. Phil. Spanish and Comparative Literature, Columbia University, 1997  
B.A. English, National University of Córdoba, Argentina, 1989**International Studies Courses:**

SPAN 899: Caribbean Art; SPAN 802: Revolution and Crisis in Cuba; SPAN 460: Race and Writing in the Caribbean

**Languages:** Spanish (5), English (5), French (4)**Recent Publications:***Vulnerable States: Bodies of Memory in Contemporary Caribbean Fiction*. Charlottesville: The University of Virginia Press, 2007.“Una cultura curada: hiperrealismo y posmodernidad en la Cuba post-soviética.” *Journal of Latin American Cultural Studies* 16.2 (August 2007) : 219-40.“Embargoed Masculinities: Friendship and the Role of the Intellectual in the Post-Soviet Cuban novel.” *Latin American Literary Review* 69 (Spring 2007) : 91-115.**James Delchanty****Time Dedicated to International Studies: 100%****Departmental Home:** African Studies**Tenure Status:** Distinguished Faculty Associate (Non-tenure track)**Educational History:**  
Ph.D. Geography, University of Minnesota, 1988  
M.A. Geography, University of Chicago, 1979**International Studies Courses:**

African Studies 277: Africa: An Introductory Survey; Geography 355: Africa – South of the Sahara; Geography 901: Cultural Survival in Peripheral Lands – Exploring the Use and Abuse of Tradition

**International Experience:** Kyrgyz Republic, Senegal, Niger, Kenya, Chad, Uganda, South Africa, Liberia**Languages:** French (4), Hausa (3), Swahili (1)**Recent Publications:**“Geography,” chapter 2 in M Grosz-Ngate, J. Hanson, and P. O’Meara, *Africa*, 4<sup>th</sup> edition (Bloomington: Indiana University Press, 2010).“American Study-Abroad Programs and the African University” (with Joan Raducha), *African Issues*, Vol. XXVIII/1, 2000.

**Aparna Dharwadker****Time Dedicated to International Studies: 100%****Departmental Home:**

Theatre and Drama, English

**Tenure Status:**

Professor (Tenured)

**Educational History:**

Ph.D. Restoration and Eighteenth-Century Literature, Pennsylvania State University, 1991.

M.A. Department of English, University of Delhi, India, 1977.

**International Studies Courses:**

Theatre and Drama/English 523: Postcolonial Theatre

English 524: Indian Writers Abroad: Literature, Diaspora, and Globalization

English/LCA 524: Indian Writers Abroad: Literature, Diaspora, and Globalization

**Languages:** English (5), Hindi (5), Marathi (4)**Recent Publications:**

"Mohan Rakesh, Modernism, and the Postcolonial Present." *South Central Review* 25.1 (Spring 2008): 136-162. Special Issue on "Staging Modernism," ed. Katherine Kelly and Penny Farfan.

"Women, Authorship, and Contemporary Indian Theatre." *Nukkad Janam Samvad* [Street Theatre Dialogue] 9.35-36 (April- September 2007): 13-15.

*Encyclopedia of Asian Theatre*. 2 vols. Ed. Sam Leiter et al. New York: Greenwood Press, 2006. Entries on Neelam Mansingh Chowdhry, Satyadev Dubey, Mahesh Elkunchwar, Shyamanand Jalan, Shreeram Lagoo, Vijaya Mehta, Rajinder Nath, Alyque Padamsee, and K. V. Subbanna.

**Vinay Dharwadker****Time Dedicated to International Studies: 100%****Departmental Home:**

Comparative Literature and Folklore Studies

**Tenure Status:**

Professor (Tenured)

**Educational History:**

Ph.D., University of Chicago, 1989

**International Studies Courses:**

Advanced Readings in Hindi Literature (LCA 654)

Seminar: "The Literatures of India" (LCA 666)

Seminar: "Research and Writing in the Humanities" (LCA 666)

Global Modernities (LCA 873)

Theories of Narrative (LCA 873)

Issues in Modern Theory (LCA 873)

**Overseas Experience:** Research and travel in India**Languages:** Marathi (5), Hindi (5), Urdu (4), Sanskrit (4), Punjabi (3), Nepali (3), French (3), Urdu (3)**Recent Publications:**

2012: "The Norton Anthology of World Literature"; "Censoring the *Ramayan*" in *PMLA*; "Constructions of World Literature in Colonial and Postcolonial India" in *The Routledge Companion to World Literature*

2011: "Diaspora and Cosmopolitanism" in *The Ashgate Research Companion to Cosmopolitanism*

2010: "A Draft of Excavations" and "Thirty Years Ago, In a Suburb of Bombay" in *Indivisible: An Anthology of Contemporary South Asian American Poetry*

**Lori DiPrete Brown****Time Dedicated to International Studies: 100%**

**Departmental Home:** Global Health Institute

**Tenure Status:** Assistant Clinical Professor and Faculty Associate (Non-tenure track)

**Educational History:** MTS. Harvard University, 1988.  
MSPH Harvard University, 1988.

**International Studies Courses:**  
Phs370: Public Health  
Phs640: Global Public Health  
Phs503: Foundations for Global Health Practice  
Phs504: Orphans and Vulnerable Children

**Languages:** English (5), Spanish (4), French (4)

**Greg Downey****Time Dedicated to International Studies: 25%**

**Departmental Home:** Journalism and Mass Communication

**Tenure Status:** Professor (Tenured)

**Educational History:** Ph.D. History of Technology and Human Geography, John Hopkins University, 2000.  
M.A. Liberal Studies, Northwestern University, 1995.  
M.S. Computer Science, University of Illinois, Urbana-Champaign, 1989.  
B.S. Computer Science. University of Illinois, Urbana-Champaign, 1987.

**International Studies Courses:**  
Introduction to Mass Communication  
Human Geography and Mass Communication  
Digital Divides and Differences  
The Information Society

**Recent Publications:**  
*Closed captioning: Subtitling, stenography, and the digital convergence of text with television* (Baltimore: John Hopkins Univ. Press, 2008).  
*Telegraph messenger boys: Labor, technology, and geography, 1850-1950* (New York: Routledge, 2002).  
(With Aad Blok) *Uncovering labour in information revolutions, 1750-2000* (Cambridge: Cambridge University Press, 2004).  
"Human geography and information studies," in B. Cronon, ed., *Annual Review of Information Science and Technology* 41 (Medford, NJ: Information Today., 2007).

**Henry Drewal****Time Dedicated to International Studies: 50%****Departmental Home:**

Art History

**Tenure Status:**

Professor (Tenured)

**Educational History:**

Ph.D. Colombia University, 1973.

M.A. Certificate of African Studies, 1969.

B.A. Hamilton College, Clinton, N.Y. 1964.

**International Studies Courses:**

History 579/879 African Art Seminar

Arts of the African Diaspora

Art and History in Africa

**Language:** French (4) Yoruba (3) Portuguese (3) Spanish (3)**Recent Publications:**

*Mami Wata: Arts for Water Spirits in Africa and the African-Atlantic World*. Los Angeles: UCLA Fowler Museum of Cultural History and University of Washington Press (forthcoming).

Editor, *Sacred Waters: The Many Faces of Mami Wata and other Water Spirits in Africa*. Bloomington: Indiana University Press (forthcoming).

“Thomas Moulero: Ketu Historian of Gelede,” in *Exu: Global Arts Journal* (in press).

**Randall Dunham****Time Dedicated to International Studies: 25%****Departmental Home:**

Business, Center for International Business Education &amp; Research

**Tenure Status:**

Professor (Tenured)

**Educational History:**

Ph.D. Industrial Organizational Psychology, University of Illinois, 1975

M.A. Industrial Organizational Psychology, University of Illinois, 1973

B.A. Psychology, Hanover College, 1971

**International Studies Courses:**

Management and Human Resources 365: Vietnam Seminar &amp; Field Study: Business, Culture &amp; Society

**Curriculum Development:**

Former School of Business Undergraduate Curriculum Committee, Masters Curriculum Committee, Ph.D. Curriculum Committee.

Has consulted over 50 schools of business from 20 countries on the effective use of instructional technology.

**Recent Publications:**

Lee, D., Rhee, Y., & Dunham, R.B. (September 2009). The role of organizational and individual characteristics in technology acceptance. *International Journal of Human-Computer Interaction*, 25(7), p. 623.

Dunham, Randall B., Pierce, John L., Gardner, Donald. *Management and Organizational Behavior: An Integrated Perspective*. Cengage Learning, 2001.

<b>Lalita du Perron</b>	<b>Time Dedicated to International Studies: 100%</b>
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**Departmental Home:** Center for South Asia

**Tenure Status:** Associate Faculty Associate (Non-tenure track)

**Educational History:** Ph.D. University of London, 2000

**International Studies Courses:**

Musical Cultures of South Asia  
Global Health: India

**Languages:** Dutch (5); Hindi (5); German (5); Urdu (4); French (4); Sanskrit (3)

**Recent Publications:**

The Songs of Khayal (with Nicolas Magriel), Delhi: Manohar, 2014  
 ‘The language of seduction in courtesan performance’, in Music, Dance and The Art of Seduction, ed. Frank Kouwenhoven and James Kippen, Leiden: CHIME, 2013  
 “Sadarang, Adarang, Sabrang: Multi-coloured poetry in Hindustani music”, in *Before the Divide: Hindi and Urdu Literary Culture*, ed. Francesca Orsini (Delhi: Orient BlackSwan), 2010.  
*Hindi Poetry in a Musical Genre: Thumri Lyrics*, Oxford: Routledge (Curzon/Royal Asiatic Society series), 2007.

<b>Nevine El-Nossery</b>	<b>Time Dedicated to International Studies: 100%</b>
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**Departmental Home:** French and Italian

**Tenure Status:** Assistant Professor (Tenure track)

**Educational History:** Ph.D. French Studies, Université de Montreal, 2000.  
MA (*magna*) French Studies, Cairo University 1995

**International Studies Courses:**

Introduction to Francophone Studies  
French and Francophone Language and Culture  
Culture and Societies in the Francophone World  
Migration in Francophone Literature

**Overseas Experience:** Egypt

**Languages:** French (5), Arabic (5), Spanish (4)

**Recent Publications:**

“Fissures of Trespass between Women and Nation.” In *Women Taking Risks in Contemporary Autobiographical Narratives*, edited by K. Reeds and A. Rocca. Newcastle: Cambridge, 2013  
*Témoignages fictionnels au féminin. Une réécriture des blancs de la guerre civile algérienne*. Amsterdam & New York: Rodopi, 2012.  
 With Anna Rocca. *Frictions et devenirs dans les écritures migrantes au féminin. Enracinements et renégociations*. Sarrebruck: Editions Universitaires Européennes, 2011.



**Eve Emshwiller****Time Dedicated to International Studies: 25%****Departmental Home:** Botany**Tenure Status:** Associate Professor (Tenured)**Educational History:** Ph.D. Cornell University, 1999  
B.Sc. Cornell University, 1977**International Studies Courses:**

Botany/Anthropology/American Indian Studies 474 Ethnobotany

**Overseas Experience:**

Bolivia: Botanical collection, herbarium and library research, Quechua language study; Mexico: independent study of flora of Lacandón forest in Chiapas.

**Languages:** Spanish (4), Quechua (1)**Recent Publications:**

- Forthcoming Emshwiller, Calberto-Sánchez, Girma, Jansky, Sardos, Staver, Stoddard, & Roux. "Unavailability of wild relatives." In: Redden, Yadav, Fowler, Maxted, Smith, Guarino, & Snook. (eds.) Crop Wild Relatives and Climate Change.
- 2013 with Elizabeth Georgian: "Shared and separate knowledge among eight cultural groups based on ethnobotanical uses of Rhododendron (Ericaceae) in Yunnan Province, China." *Economic Botany*. 67(3): 191-202.
- 2013 Vaio, Gardner, Emshwiller, Guerra. "Molecular phylogeny and chromosome evolution among the creeping herbaceous Oxalis species of sections Corniculatae and Ripariae (Oxalidaceae)." *Molecular Phylogenetics and Evolution*. 68: 199–211.

**Samuel England****Time Dedicated to International Studies: 100%****Departmental Home:** African Languages and Literature**Tenure Status:** Assistant Professor (Tenure track)**Educational History:** PhD Comparative Literature, University of California-Berkley 2011  
BA, Arabic Studies and English Literature, University of Michigan 1999**International Studies Courses:**

Con Artists in Arabic; African Itineraries, Modern Arabic Literature and the Press; Literary Legacies of Arabs; Femmes Fatales: Fantasies of Feminine Evil

**Overseas Experience:** Iraq**Languages:** Modern Arabic (5), Classic Arabic (reading) (4), Egyptian Colloquial Arabic (3), Spanish (3), Galician-Portuguese (reading) (3), German (2), Biblical and Medieval Hebrew (1)**Recent Publications:**

- "Since *Le Cid* in their Tongue is the Same as Lord." *Mediterranean Studies* 25 (2013):
- "Morocco, Latin America, and the Problem of Reading." *Middle Eastern Literatures* 15 (2012): 137-152

**Christina Ewig****Time Dedicated to International Studies: 75%****Departmental Home:**

Political Science, Gender &amp; Women's Studies

**Tenure Status:**

Assistant Professor (Tenure track)

**Educational History:**

Ph.D. Political Science, University of North Carolina at Chapel Hill, 2001

B.A. Political Science, Northwestern University, 1992

**International Studies Courses:**

Women's Studies 102: Women, Institutions and Social Change

Women's Studies 325: Global Feminisms

Women's Studies 320: Gender and Welfare in Global Perspective

**Recent Publications:***Second Wave Neoliberalism: Gender, Race and Health Sector Reforms in Peru*. In Press. Pennsylvania State University Press."Gender Equity and Health Sector Reform in Colombia: Mixed State-Market Model Yields Mixed Results" (with Amparo Hernández Bello). *Social Science & Medicine*. vol. 68, no. 6, March 2009, Pp. 1145-1152."New Political Legacies and the Politics of Health and Pension Re-reforms in Chile." (with Stephen J. Kay). In: Daniel Béland and Brian Gran, eds. *Public and Private Social Policy: Health and Pension Policies in a New Era*. Basingstoke and New York: Palgrave, 2008, Pp. 249-268.**Jo Ellen Fair****Time Dedicated to International Studies: 75%****Departmental Home:**

Journalism and Mass Communication

**Tenure Status:**

Professor (Tenured)

**Educational History:**

Ph.D. Mass Communication, Indiana University, Bloomington, 1988.

M.A. Journalism, Indiana University, Bloomington, Indiana, 1984.

B.A. Mass communication, Purdue University, 1982.

**International Studies Courses:**

J620: International Communication and the Foreign Press

J621: Mass Communication in Developing Nations

ILS 209: Global Cultures

**Languages:** French (3) Wolof (1) Twi (1) Spanish (2)**Recent Publications:**"Reconciling a nation: Ghanaian journalists and the reporting of human rights." In B. Musa and J. Domatob (eds.), *Communication, Culture, and Human Rights in Africa*. Lanham. Md.: Rowman and Littlefield, forthcoming 2010.Review of *Humanitarian Crises and Intervention: Reassessing the Impact of the Mass Media* (Walter Soderlund, E. Donald Briggs, Kai Hildebrandt, and Abdel Salam Sidahmed, Sterling, Va.: Kumarian Press, 2008). *African Studies Review*, 53(1), April 2010Jo Ellen Fair, Melissa Tully, Brian Ekdale, and Rabi K.B. Asante (2009). "Crafting lifestyles in urban Africa: Young Ghanaians in the world of online friendship." *Africa Today*, 55(4), 29-49.

**Myra Marx Ferree****Time Dedicated to International Studies: 75%****Departmental Home:**

Sociology

**Tenure Status:**

Professor (Tenured)

**Educational History:**

Ph.D. Social Psychology, Harvard University, 1976.

A.B. Political Science, Bryn Mawr College, 1971

**International Studies Courses:**

Sociology 924: National Feminism, Transnational Arenas, Universal Rights

Sociology 623: Gender, State and Society

**Recent Publications:**

"Inequality, intersectionality and the politics of discourse: Framing feminist alliances." Chapter 6 in *The Discursive Politics of Gender Equality: Stretching, Bending and Policy-making*. Emanuela Lombardo, Petra Meier and Mieke Verloo (editors), 2009, Routledge. (2009 Distinguished contribution to scholarship article award, Section on Race, Class and Gender, American Sociological Association)

"Citizenship and Intersectionality: German Feminist Debates about Headscarf and Anti-discrimination Laws" (with Susan B. Rottmann), *Social Politics*, 2008, 15(4): 481-513.

**Edward Friedman****Time Dedicated to International Studies: 100%****Departmental Home:**

Political Science

**Tenure Status:**

Professor (Tenured)

**Educational History:**

Ph.D, Harvard University, Political Science, 1968.

M.A. Harvard University, East Asian Studies, 1961.

B.A. Brandeis University, Phi Beta Kappa, Magna Cum Laude, 1959.

**International Studies Courses:**

Political Science 312: Politics of World Economy

Political Science 346: China in World Politics

Political Science 654: Politics of Revolution

Political Science 861: Challenges of Democratization

**Recent Publications:**

"How Economic Superpower China Could Transform Africa." Guo and Guo, eds., *Greater China in an Era of Globalization*, Rowman and Littlefield, 2010, pp. 139-160.

"The Persistent Invisibility of Rural Suffering in China," *Indian Journal of Asian Affairs*, Dec. 2009

"Why the Dominant Party in China Won't Lose." Edward Friedman and Joseph Wong, eds., *Political Transitions in Dominant Party Systems*, Routledge, 2008, pp. 252-268.

"Where is Chinese Nationalism? The Political Geography of a Moving Project," *Nations and Nationalism*, 14, 4 (October 2008): 721-38.

**Susan Stanford Friedman****Time Dedicated to International Studies: 100%**

**Departmental Home:** English, Gender and Women's Studies

**Tenure Status:** Professor (Tenured)

**Educational History:** Ph.D. English Literature, Comparative Literature (minor),  
University of Wisconsin-Madison, 1973  
B.A. Greek and English, Swarthmore College, 1965.

**International Studies Courses:**

English/ Gender and Women's Studies 574: Feminism, Islamic Cultures, and Diaspora;  
English 737/ Gender and Women's Studies: Feminist Theory: Global Local, Transnational  
English 873: Migration and Diaspora: Cultural and Aesthetic Practice

**Recent Publications:**

"The 'New Migration': Clashes, Connections, and Diasporic Women's Writing."  
*Contemporary Women's Writing*. Special Issue on Diaspora. Ed. Emma Parker. 3.1 (July 2009):  
1-21.

"New Directions for Studying Women's Writing." *Labrys, estudos feminista/estudos feministas* (2009), 19 mss.  
pages. [www.unb.br/ih/his/gefem](http://www.unb.br/ih/his/gefem).

Dialogue on Feminist Theory Today, with Susan Fraiman, Ann Cvetkovich, and Miranda  
Yaggi. Special Issue on British Women Writers. *Partial Answers*. (2010).

"World Literature, Global Modernisms, and Comparativity." *The Oxford Handbook of Global  
Modernisms*. Ed. Mark Wollaeger. Oxford UP, 2010.

"Planetary: Global Epistemologies of Modernist Studies." *Modernism/Modernity*, forthcoming September,  
2010.

**Anna Gade****Time Dedicated to International Studies: 100%**

**Departmental Home:** Languages and Cultures of Asia

**Tenure Status:** Professor (Tenured)

**Educational History:** Ph.D. The University of Chicago Divinity School, 1999

**Overseas Experience:** Various courses taught in Indonesia and New Zealand

**Languages:** Arabic (5), Bahasa Indonesian/Malay (5), Dutch (4), German (4), Spanish (4), Khmer (3), Mandarin  
Chinese (3)

**Recent Publications:**

**2012:** "Tradition and Sentiment in Indonesian Environmental Islam" in *Worldviews: Environment, Culture and  
Religion*

**2010:** "Religious Biographies of the Prophet Muhammad in 21<sup>st</sup> Century Indonesia" in *Cambridge Companion to  
Muhammad*; "The Qur'an: An Introduction"

**Joshua Garoon****Time Dedicated to International Studies: 100%****Departmental Home:**

Community and Environmental Sociology

**Tenure Status:**

Associate Professor (Tenure track)

**Educational History:**

Ph.D. Health, Behavior & Society, John Hopkins School of Public Health, 2009  
MPH International Health, John Hopkins School of Public Health, 2004

**International Studies Courses:**

Public Health in Rural & Urban Communities  
Developing Health: Transitions in Global Health & Development  
Pursuing Social Justice in the City

**Overseas Experience:** Zambia**Language:** Nyanja (4), Bemba (4), French (3), Spanish (3), Japanese (3)**Recent Publications:**

“‘These African stories:’ Life, labor, and dying in northern Zambia.” [forthcoming]  
“Conservation’s harvest: Nsala, good milile, and imagined livelihoods outside Zambia’s North Luangwa National Park.” [forthcoming]

**Tony Goldberg****Time Dedicated to International Studies: 25%****Departmental Home:**

Pathobiological Sciences

**Tenure Status:**

Professor (Tenured)

**Educational History:**

DVM, Veterinarian Medicine, University of Illinois, 2000  
M.S. Epidemiology, University of Illinois, 2000  
Ph.D. Biological Anthropology, Harvard University, 1996  
B.A. Biology and English, Amherst College, 1990

**International Studies Courses:**

Introduction to Conservation Medicine and Ecosystem Health

**Overseas Experience:** Uganda**Languages:** Luganda (3)**Recent Publications:**

Hamer, S. A., T. L. Goldberg et al. “Coincident tick infestations in the nostrils of wild chimpanzees and a human in Uganda.” *Am. Jl. of Tropical Medicine & Hygiene* 89 (2013)  
Goldberg, T.L., Paige, S.B., Chapman, C.A. “The Kibale EcoHealth Project in western Uganda.” In *New Directions in Conservation Medicine*, edited by A.A. Aguirre, 452-465. NY: Oxford University Press, 2012.

**Pablo Gomez****Time Dedicated to International Studies: 25%****Departmental Home:** Medical History and Bioethics**Tenure Status:** Assistant Professor (Tenure track)**Educational History:** PhD. History, Vanderbilt University, 2010  
MA. History, Vanderbilt University, 2007  
MD, CES University, 1994**International Studies Courses:**

Health and Healing I: History of Healing from Antiquity to 1750

History of Medicine and Public Health in Latin America and the Caribbean

**Overseas Experience:** Colombia; Spain**Languages:** Spanish (5), Portuguese (4), French (3), Italian (3), German (1)**Recent Publications:**“Incommensurable Epistemologies? The Atlantic Geography of Healing in the Early Modern Black Spanish Caribbean.” *Small Axe: A Caribbean Journal of Criticism* [forthcoming 2014]“African-American Healing.” In *The Princeton Companion to Atlantic History*, edited by J. Miller, V. Brown, L. Dubois, J. Canizares-Esguerra. Princeton: Princeton, 2014.**Sabine Gross****Time Dedicated to International Studies: 100%****Departmental Home:** German, Theatre and Drama**Tenure Status:** Professor (Tenured)**Educational History:** Ph.D. University of California – Santa Barbara, 1991.**Overseas Experience:** regular conference and research activity in Europe and internationally (Germany, England, Switzerland, Canada, Italy, France)**Languages:** German (5), English (5), French (3), Spanish (1), Italian (1), Latin (1)**Recent Publications:**2014 “Spannungsvolle Präzision: Rhetorik, Stil und Gestus bei J. G. Herder,” Ralf Simon (ed.): *Herders Rhetoriken im Kontext des 18. Jahrhunderts*. Heidelberg: Synchron, 2014: 295-310.2013 “Narrative Fiction: Writing towards the Origin,” in: Raji C. Steineck and Claudia Clausius (eds): *Origins and Futures: Time Inflected and Reflected*. (The Study of Time, vol. XIV). Leiden, Boston: Brill, 2013: 79-101.2013 “Matters of Reading, Shapes of Writing: Material Form and Social Practice,” in: *German Studies Review* 36:1 (Spring 2013): 147-161.2010 (Ed.): *Herausforderung Herder / Herder as Challenge*. Heidelberg: Synchron, 2010. 348

**Sara Guyer****Time Dedicated to International Studies: 25%****Departmental Home:**

English, Comparative Literature

**Tenure Status:**

Associate Professor (Tenured)

**Educational History:**

Ph.D. Rhetoric, University of California, Berkeley, 2001

M.A. Rhetoric, University of California, Berkeley, 1999

M.A. Philosophy and Literature, University of Warwick, 1996

B.A. English and American Literature, Brandeis University, 1994

**International Studies Courses:**

Jewish Studies 490: The Holocaust: Poetry, Theory, Testimony, Film

English 936: Advanced Seminar in English Literature: Dissertation Workshop

English 553: Trauma Theory

English 727: Biopolitics

**Recent Publications:***Romanticism after Auschwitz*. Stanford: Stanford University Press, 2007. Cultural Memory in the Present Series. 384 pages."Rwanda's Bones." *Boundary 2* 36: 2 (Summer 2009). 33 ms pp. Reprinted in Jane Kilby and Antony Rowland, eds. *The Future of Memory* (Berghahn Books, 2009)."Before *The Human Race*: Robert Antelme's Anthropomorphic Poetry." *Critical Survey*. Special Issue on "Holocaust Poetry." 20: 2 (2008): 31-42."Buccality." *Derrida, Deleuze, Psychoanalysis*. Ed. Gabriele M. Schwab. New York: Columbia UP, 2007. 77-104."Buccal Reading." *CR: The New Centennial Review*. Special Issue on "Remainders: Of Jacques Derrida" 7: 2 (October 2007): 71-86.**Cynthia Haq****Time Dedicated to International Studies: 50%****Departmental Home:**

Family Medicine and Population Health

**Tenure Status:**

Professor (Tenured)

**Educational History:**

M.D. Indiana University, 1983

B.A. Indiana University, 1979

**International Studies Courses:**

SR MED 937: Extramural Elective Clerkship in International Health

PHS 650: Health and Disease in Uganda

**Recent Publications:**Haq CL, Bauman L, Olsen C, DiPrete Brown L, Kraus C, Bousquet G, Creating the University of Wisconsin Center for Global Health; Case Study of Global Health Curriculum Development in a Major Academic Health Center. *Academic Medicine*: 83(2): February 2008; pp 148-153.Janaudis MA, Blasco PG, Haq C, Freeman J; Formando Medicos Para a Medicina de Familia e Comunidade (The Development of Family and Community Medicine in Brazil); *Revista Bioética* 2007 15 (1): 27-36.

**Maggie Hawkins****Time Dedicated to International Studies: 30%****Departmental Home:**

Curriculum and Instruction

**Tenure Status:**

Professor (Tenured)

**Educational History:**

EdD ESL/Bilingual and Education, Literacy and Cross Cultural Communications  
MEd ESL/Bilingual and Program Administration, University of Massachusetts, 1988

**International Studies Courses:**

Learning Second Languages and Literacies  
Cross-Cultural Perspectives on Home-School Relations  
Language, Cosmopolitanism and Education

**Languages:** Swahili (2)**Overseas Experience:**

Uganda

**Recent Publications:**

*Framing Languages and Literacies: Socially Situated Views and Perspectives*, editor. London: Routledge, 2013.  
With K. Nicoletti. "Media, Morality and Communication in Transglobal Education through a Cosmopolitan Lens."  
*Harvard Educational Review* [forthcoming]

**Diana Hess****Time Dedicated to International Studies: 30%****Departmental Home:**

Curriculum and Instruction

**Tenure Status:**

Professor (Tenured)

**Educational History:**

Ph.D. University of Washington, 1998.  
M.A. University of Illinois, 1995  
B.A. Western Illinois University, 1979

**International Studies Courses:**

Post-Colonial Perspectives on World Language Education

**Recent Publications:**

Hess, D. *Controversy in the classroom: The democratic power of discussion*. New York: Routledge. 2009.  
Hess, D. (2008). Teaching and learning about controversial issues in social studies. In L. Levstik & C. Tyson (Eds.), *Handbook of research in social studies*. New Jersey: Erlbaum.  
Hess, D. & Avery, P. The discussion of controversial issues as a form and goal of democratic education. In J. Arthur, I. Davies, & C. Hahn (Eds.), *International handbook on education for citizenship and democracy* (pp. 506 – 518). London: Sage. 2008.  
Hess, D. (2008) Democratic education to reduce the divide. *Social Education*, 72(7), 373-376.



**James Hodder****Time Dedicated to International Studies: 25%****Departmental Home:** Finance, Investment and Banking**Tenure Status:** Associate Professor (Tenured)**Educational History:** Ph.D. Economics, Stanford University  
M.A. Economics, University of California (Berkeley)  
M.B.A., University of Michigan  
B.S., Industrial Engineering, Stanford University**Recent Publications:**A Multinational Capital Structure and Financial Flexibility, with K. Singh, *Journal of International Money and Finance*, vol. 19, 2000.“A Valuing Real Options: Can Risk Adjusted Discounting Be Made To Work?” with A. S. Mello and G. S. Sick, *Journal of Applied Corporate Finance*, Summer, 2001.“Incentive Contracts and Hedge Fund Management.” with J. C. Jackwerth, *Journal of Financial and Quantitative Analysis*, December 2007 (Lead Article).**Rania Huntington****Time Dedicated to International Studies: 100%****Departmental Home:** East Asian Languages and Literature**Tenure Status:** Assistant Professor (Tenure track)**Educational History:** Ph.D. Harvard University, 1996**International Studies Courses:**

Chinese Language

**Languages:** Chinese (5), German (4), Japanese (3)**Recent Publications:**“The Tea Fragrance Chamber” in Elizabeth Hearne and Roberta Trites, eds., *A Narrative Compass: Women's Academic Journeys* Urbana and Chicago: University of Illinois Press 2009, pp.1-7.“Memory, Mourning, and Genre in the Works of Yu Yue” *Harvard Journal of Asiatic Studies* 67, no.2 (Dec 2007) 253-293.“人两个角度看中文学编年史”(“Annalistic History of Chinese Literature from Two Perspectives”) *Zhonghua dushu bao* 中华读书报 #14, December 13, 2006.

**Sharon Hutchinson****Time Dedicated to International Studies: 75%****Departmental Home:** Anthropology**Tenure Status:** Professor (Tenured)**Educational History:** Ph.D. University of Chicago, 1988**International Studies Courses:**

International Humanitarian Interventions in Anthropological Perspective

Cultural Anthropology and Africa: An Introductory Survey

Anthropology and Human Rights

**Recent Publications:**

“Perilous Outcomes: International Monitoring and the Perpetuation of Violence in Sudan.” In *Genocide: Truth, Memory and Representation*. 2009. Kevin L. O’Neill & Alex Hinton, eds. Pp. 54-79. Durham & London: Duke University Press.

“Peace and Puzzlement: Grass-roots Peace Initiatives between the Nuer and Dinka of South Sudan.” In *Changing Identifications and Alliances in North-East Africa: Sudan Uganda and the Ethiopian-Sudan Borderlands*. 2009. Gunther Schlee & Elizabeth Watson, eds. Pp. 49-72. New York & Oxford: Berghahn Books.

*Nuer Dilemmas: Coping with Money, War and the State*. Berkeley: University of California, 1996.

**Harvey Jacobs****Time Dedicated to International Studies: 50%****Departmental Home:** Urban and Regional Planning, Environmental Studies**Tenure Status:** Professor (Tenured)**Educational History:** Ph.D., Cornell University, 1984**International Studies Courses:**

Urban and Regional Planning/Environmental Studies 843: Land Use Policy and Planning

Urban and Regional Planning 741: Introduction to Planning

**International Experience:** Albania, Canada, France, Italy, Kenya, Norway, The Netherlands, Poland, South Africa, Spain, Taiwan, Zimbabwe.

**Recent Publications:**

“U.S. Private Property Rights in International Perspective,” in *Property Rights and Land Policies*, G. K. Ingram and Y-H Hong, eds. Cambridge, MA: Lincoln Institute of Land Policy, 2009

“An Alternative Perspective on U.S. – European Property Rights and Land Use Planning: Differences without any Substance,” *Planning and Environmental Law* 61, 3 (2009): 3-12.

“The Future of the Regulatory Takings Issue in the U.S. and Europe: Divergence or Convergence?” *Urban Lawyer* 40, 1 (2008): 51-72.

**Mark S. Johnson****Time Dedicated to International Studies: 75%****Departmental Home:** Educational Policy Studies**Tenure Status:** Assistant Professor (Tenure track)**Educational History:** Ph.D. History and Russian Studies, Columbia University and Harriman Institute, 1995.  
B.A. History, University of Wisconsin-Madison, 1984.**Recent Publications:**

2010. With Andrey Kortunov, "Redefining Relations between the State, the University and Society in Soviet and Russian Higher Education: The Search for a New Public Mission." In *Knowledge Matters: The Rise of the Modern Research University*, ed. C. Calhoun and D. Rhoten. New York: Social Science Research Council and Columbia University Press, pp. 179-219.
2009. "Research, Scholarship and Collaboration: Legacies of the Carnegie Corporation of New York's Higher Education in the Former Soviet Union (HEFSU) Initiative, 1998-2008." *Carnegie Results* (Spring): 1-16.
2009. (in Russian) "Global University Ranking Systems: Can We Measure the Quality of Teaching and Learning, Universities' Role in Regional Development, and Community Engagement?" *ReiTOR Almanakh*. Moscow: Independent Educational Rating Agency.
2008. "Historical Legacies of Soviet Higher Education and the Transformation of Higher Education Systems in

**Isao Kamata****Time Dedicated to International Studies: 100%****Departmental Home:** La Follette School of Public Affairs, Economics**Tenure Status:** Assistant Professor (Tenure track)**Educational History:** Ph.D. Economics, University of Michigan, 2008.  
M.A. Economics, University of Michigan, 2003.  
M.S. Public Policy, University of Rochester, 1998.  
LL.B. (Bachelor of Laws), University of Tokyo, 1994.**International Studies Courses:**

Econ 464: International Trade and Finance

Public Affairs 856: Trade, Competition, and Governance in a Global Economy

**Languages:** Japanese (5), English (5)**Fellowships, Honors, and Awards:**

- Research-in-Japan Grant, Asian Studies Center, University of Pittsburgh, 2009.
- Sasakawa Fellowship, Department of Economics, University of Michigan, 2006–2008.
- Briefing Fellowship, Center for Japanese Studies, University of Michigan, 2007.
- Mellon Foundation Fellowship, Center for Japanese Studies, University of Michigan, 2006 and 2008.

**Nancy Kendall****Time Dedicated to International Studies: 100%****Departmental Home:**

Educational Policy Studies

**Tenure Status:**

Assistant Professor (Tenure track)

**Educational History:**

Ph.D. International and Comparative Education, Stanford University, 2004.

**International Studies Courses:**

Introduction to International Development Education  
Education Workshop on International Development Education Policy  
Education, Health and Sexuality in Global Perspective  
Introduction to Comparative Education  
Introduction to Globalization and Education

**Recent Publications:**

Kendall, N. Sexuality Education in an Abstinence-Only Era: A Comparative Case Study of Two U.S. States. *Sexuality Research and Social Policy* 5(2): 23-44. 2008.  
Kendall, N. The State(s) of Sexuality Education in America. *Sexuality Research and Social Policy* 5(2): 1-11. 2008.  
Kendall, N. 'Vulnerability' in AIDS-Affected States: Rethinking Child Rights, Educational Institutions, and Development Paradigms. *International Journal of Educational Development* 28(4): 365-383. 2008.

**Phillip Kim****Time Dedicated to International Studies: 25%****Departmental Home:**

Management and Human Resources

**Tenure Status:**

Assistant Professor (Tenure track)

**Educational History:**

Ph.D. Sociology, University of North Carolina at Chapel Hill, 2006.  
M.A. Christian Thought, Trinity International University, 2000.  
B.S. Economics and Materials Science, University of Pennsylvania, 1994.

**International Studies Courses:**

Entrepreneurial Management  
Technology Entrepreneurship

**Recent Publications:**

Aldrich, Howard E. and Phillip H. Kim. 2007. "Small Worlds, Infinite Possibilities? How Social Networks Affect Entrepreneurial Team Formation and Search." *Strategic Entrepreneurship Journal*. 1(1): 147-165.  
Kim, Phillip H. Howard E. Aldrich, and Lisa A. Keister. 2006. "Against all Odds: The Impact of Financial, Human, and Cultural Capital on Becoming a Nascent Entrepreneur." *Small Business Economics*. 27(1): 5-22.  
Kim, Phillip H. and Howard E. Aldrich. 2009. "Are We There Yet? Measurement Challenges in Studying New Ventures." In *Handbook of Research into New Venture Creation*. Kevin Hindle and Kim Klyver, eds. Cheltenham, UK: Edward Elgar.

**Helen Kinsella****Time Dedicated to International Studies: 75%****Departmental Home:** Political Science**Tenure Status:** Associate Professor (Tenured)**Educational History:** Ph.D. Political Science, University of Minnesota, 2004  
M.A. Public Policy, University of Minnesota, 1996**International Studies Courses:**

Political Science 316: Introduction to International Law

Political Science 337: International Institutions and World Order

**Recent Publications:**2011. *The Image Before the Weapon: A Critical History of the Distinction between Combatant and Civilian*. Ithaca, NY: Cornell University Press.**Neil Kodesh****Time Dedicated to International Studies: 75%****Departmental Home:** History**Tenure Status:** Associate Professor (Tenured)**Educational History:** Ph.D. History, Northwestern University 2004  
M.A. History, Northwestern University 1999**International Studies Courses:**

Africa: An Introductory Survey

Heath and Healing in Africa; History of East Africa

Introduction to the History of Africa; History of Africa, 1500-1870

Seminar on Methodologies for Studying Precolonial Africa

South and southern Africa.

**Overseas Experience:** Uganda, South Africa, Israel**Recent Publications:***Health, Healing and Science in Africa* [manuscript in preparation]*Beyond the Royal Gaze: Clanship and Public Healing in Buganda* (Charlottesville and London: University of Virginia Press, 2010)"Networks of Knowledge: Clanship and Collective Well-Being in Buganda." *Journal of African History* 49, 2 (2008): 197-216."History from the Healer's Shrine: Genre, Historical Imagination, and Early Ganda History." *Comparative Studies in Society and History*, 49, 3 (2007): 527-552.

**Gloria Ladson-Billings****Time Dedicated to International Studies: 75%****Departmental Home:** Curriculum and Instruction**Tenure Status:** Professor (Tenured)**Educational History:** Ph.D. Curriculum and Teacher Education, Stanford University, 1984  
M.Ed. Curriculum and Instruction, University of Washington, 1972**International Studies Courses:**

Curriculum &amp; Instruction 744: Multicultural Perspectives in Education

Curriculum &amp; Instruction 844: Culturally Relevant Pedagogy

**Recent Publications:**“‘Stakes is high:’ Educating new century students. The 2012 Charles H. Thompson Lecture-Colloquium Presentation.” *Journal of Negro Education* 82 (2013): 105-110.With Taylor, E., Gillborn, Eds. *Foundations of critical race theory in education*. NY: Routledge, 2009.**Galina Lapina****Time Dedicated to International Studies: 100%****Departmental Home:** Slavic Languages and Literature**Tenure Status:** Senior Lecturer (Non-tenure track)**Educational History:** Ph.D. Leningrad State University, 1983**International Studies Courses:**

Fourth Year Russian

Soviet Culture and Civilization

Anton Chekhov

**Languages:** Russian (5); French (3)**Recent Publications:**Majorie Mandelstam Balzer. *The Tenacity of Ethnicity: A Siberian Saga in Global Perspective*, trans., forthcoming.**Mary Layoun****Time Dedicated to International Studies: 100%****Departmental Home:** Comparative Literature and Folklore Studies**Tenure Status:** Professor (Tenured)**Educational History:** Ph.D. University of California - Berkeley, 1985.  
M.A. University of California - Berkeley, 1979.

**Caroline Levine****Time Dedicated to International Studies: 25%****Departmental Home:**

English

**Tenure Status:**

Professor (Tenured)

**Educational History:**Ph.D. English, University of London, Birkbeck College, 1996.  
AB, Comparative Literature, Princeton University, 1992.**International Studies Courses:**

Art on Trial: Rebellious Artists, Free Speech, and Democratic Society.

Representing Culture in an Age of Networks: *The Wire* and others

Nineteenth-century Transatlantic Literature

**Recent Publications:***Provoking Democracy: Why We Need the Arts*. Oxford: Basil Blackwell. "Manifestos" series, 2007.*Norton Anthology of World Literature*: selected and approved for new group of co-editors, 2008. Revised edition to appear in 2011."Reading at the Time," *ELN* 46 (spring/summer): 135-46, (2008)."Propaganda for Democracy: The Curious Case of *Love on the Dole*," *Journal of British Studies* 45 (October 2006), 846-74."Strategic Formalism: Toward a New Method in Cultural Studies," *Victorian Studies* 48 (summer 2006), 625-57.**Ernesto Livorni****Time Dedicated to International Studies: 100%****Departmental Home:**

French and Italian

**Additional Teaching Affiliations:**

Comparative Literature

**Tenure Status:**

Professor (Tenured)

**Educational History:**Ph.D. Comparative Literature, University of Connecticut, 1990.  
Laurea, Letters and Philosophy (Modern Letters), University of Urbino, Italy, 1982.**Languages:**

Italian (5) Spanish (3) French (2)

**Recent Publications:**2009 "Prefazione," in Barbara Alfano, *Mi chiedo. Racconti*, San Cesario di Lecce: Piero Manni Editore, 2009, pp.7-92008 "Il sogno e lo specchio: la poesia ermetica di Umberto Saba," in Convegno Internazionale *Saba extravagante*.November 14-16. Milano, in *Rivista di Letteratura Italiana*, vol.XXVI, nn.2-3, Pisa: Istituti Editoriali e Poligrafici Internazionali – Fabrizio Serra Editore, 2008, pp. 369-3732007 "The First Murder: The Myth of Cain and Abel in Modern Poetry," in *Annali d'Italianistica*, Edited by Dino S.Cervigni, vol.25, 2007: *Literature, Religion, and the Sacred*, pp. 409-434 (Italian version: "Caino, Abele ed il sacrificio. La poesia moderna ed il sacro," in *Semicerchio*, n.19, 1998: *Il capro espiatorio*, pp. 6-15)

**Luis Madureira****Time Dedicated to International Studies: 100%****Departmental Home:** Spanish and Portuguese**Tenure Status:** Professor (Tenured)**Educational History:** Ph.D. Comparative Literature, University of California at San Diego, 1991.  
M.A. French Literature, Indiana University, 1984.  
B.A. French and Spanish Literatures, University of Massachusetts at Dartmouth, 1981.**International Studies Courses:**

African and Africanist Literature; Post-Colonial Fiction; Tribe and Nation in African Literature; Lusophone African Literature; Africa, Portugal, and Postcolonial World History

**Overseas Experience:** Mozambique**Languages:** Rhonga (2), Makua (2), French (3), Spanish (4), Portuguese (5)**Recent Publications:**"A Supplement to the White Man's Burden: Lobo Antunes, the Colonial War and the April Revolution." *Portuguese Literary and Cultural Studies* 19/20 (2011): 227-246.*Imaginary Geographies in Portuguese and Lusophone African Literature: Narratives of Discovery and Empire.* Lewiston: Edwin Mellen Press, 2007.**Venkat Mani****Time Dedicated to International Studies: 100%****Departmental Home:** German**Tenure Status:** Associate Professor (Tenured)**Educational History:** Ph.D. German Studies, Stanford University, 2001.  
M.A. German Studies, Stanford University, 1996.  
B.A. German Studies, Jawaharlal Nehru University, New Delhi, 1995.**International Studies Courses:**

Ger 274/84/85: Honors Introduction to German Literature (1784-2005)

Ger 211: Introduction to 20th Century German Literature and Culture

Ger 222: Introduction to 19th Century German Literature and Culture

Ger 255: Composition and Conversation I

Ger 266: Composition and Conversation II

**Languages:** Hindi (5) English (5) German (5) Punjabi (5) Turkish (reading)**Recent Publications:***Cosmopolitical Claims: Turkish-German Literatures from Nadolny to Pamuk* (University of Iowa Press, 2007)"Cages in Search of Birds: Preliminary Reflections on Naiyer Masud." In *Annual of Urdu Studies*. (2008): 21-35.



**Melanie Manion****Time Dedicated to International Studies: 100%****Departmental Home:**

History

**Tenure Status:**

Professor (Tenured)

**Educational History:**

Ph.D. Yale University, 1980.

M.Phil. Yale University, 1976.

**International Studies Courses:**

History, Indigenous Studies

Modern Latin America, from 1780 to 1930

Modern Latin America, from 1898-present

Revolution and Conflict in Modern Latin America

Latin American Area Graduate Seminar

**Languages:** Spanish (5), Portuguese (1), French (1)**Erika Marín-Spiotta****Time Dedicated to International Studies: 100%****Departmental Home:**

Geography

**Tenure Status:**

Assistant Professor (Tenure track)

**Educational History:**

Ph.D. Environmental Science, Policy and Management, University of California, Berkeley.

B.S. Biology, Political Science Minor, Stanford University.

**International Studies Courses:**

Geog 120: Global Physical Environments

Geography 338: Biogeography: An Ecosystem Approach

**Language Ability:** Spanish (5), Portuguese (3), French (3)**Recent Publications:**

Marín-Spiotta, E., W.L. Silver, C.W. Swanston, and R. Ostertag. 2009. Soil organic matter dynamics during 80 years of reforestation of tropical pastures. *Global Change Biology* 15:1584-1597. doi: 10.1111/j.1365-2486.2008.01805.x

Ostertag, R., E. Marín-Spiotta, W.L. Silver, and J. Schulten. 2008. Litterfall and decomposition in relation to soil carbon pools along a secondary forest chronosequence in Puerto Rico. *Ecosystems* 11: 701-714

Marín-Spiotta, E., C.W. Swanston, M.S. Torn, W.L. Silver, and S.D. Burton. 2008. Chemical and mineral control of soil carbon turnover in abandoned tropical pastures. *Geoderma* 143:49-62.

**Sara McKinnon****Time Dedicated to International Studies: 100%**

**Departmental Home:** Communication Arts, Global Studies, Gender & Women's Studies

**Tenure Status:** Assistant Professor (Tenure track)

**Educational History:** Ph.D. Arizona State University, 2008.  
M.A. Arizona State University, 2005.  
B.A. Western Michigan University, 2001.

**International Studies Courses:**  
Rhetoric of Globalization and Transnationalism; Introduction to Global Studies

**Overseas Experience:** Denmark, Sweden, Mexico

**Languages:** French (4), Spanish (3)

**Recent Publications:**

Alternatives to global capitalism: Person-to-person lending, new media, and the conditions of intercultural contact. Howard Journal of Communications, 24, 326-347. 2013.  
Positioned in/by the state: Incorporation, exclusion, and appropriation of women's gender-based claims to political asylum in the United States. Quarterly Journal of Speech, 97, 178-200. 2011.  
Excavating gender in women's early claims to political asylum in the United States. Women's Studies in Communication, 33, 79-95. 2010.  
Citizenship and the performance of credibility: Audiencing gender-based asylum seekers in U.S. immigration courts. Text and Performance Quarterly, 29, 205-221. 2009.

**Rubén Medina****Time Dedicated to International Studies: 100%**

**Departmental Home:** Spanish and Portuguese  
International Learning Community (Director)

**Tenure Status:** Associate Professor (Tenured)

**Educational History:** Ph.D. Spanish American Literature, University of California-San Diego, 1991.  
M.A. Spanish, University of Minnesota-Twin Cities, 1984.  
B.A. Spanish, University of California- San Diego, 1981.

**International Studies Courses:**  
Spanish 223: Introduction to Hispanic Cultures; Spanish 224: Introduction to Hispanic Literatures; Intl St 310: International Films

**Languages:** Spanish (5), English (4), French (3)

**Recent Publications:**

Genealogías del presente y del pasado: Literatura y cine mexicanos. Latinoamericana Editores, Perú, 2010.  
"La aventura incesante de Roberto Bolaño", QUIMERA (Barcelona), January 2010.  
"El mestizaje a través de la frontera: Vasconcelos y Anzaldúa" Mexican Studies / Estudios mexicanos. Volume 25.1, Winter 2009.

**Gregg Mitman****Time Dedicated to International Studies: 100%****Departmental Home:** Nelson Institute for Environmental Studies, History of Science**Tenure Status:** Professor (Tenured)**Educational History:** Ph.D. History of Science, University of Wisconsin-Madison, 1988.  
M.A. History of Science, University of Wisconsin-Madison, 1984.  
B.S. Biology, Dalhousie University, 1981.**International Studies Courses:**Environment and Health in Global Perspective  
History of Ecology**Recent Publications:**

*Reel Nature: America's Romance with Wildlife on Film*, 2d ed. (Seattle: University of Washington Press, 2009).  
*Breathing Space: How Allergies Shape Our Lives and Landscapes*. New Haven: Yale University Press, 2007.  
"Cockroaches, Housing, and Race: A History of Asthma and Urban Ecology in America." In *Health and the Modern Home*, edited by Mark Jackson, pp. 244-265. New York: Routledge, 2007.

**Alfonso Morales****Time Dedicated to International Studies: 50%****Departmental Home:** Sociology**Tenure Status:** Assistant Professor (Tenure track)**Educational History:** Ph.D. Northwestern University, 1993.  
A.M. Sociology, University of Chicago, 1989.  
M.A. Political Economy, University of Texas, Dallas, 1987  
B.A. Sociology/Economics, New Mexico State University, 1984**International Courses:**Sociology 470: Sociodemographic of Analysis of Mexican Migration  
Urban and Regional Planning 590/711: Markets and Food Systems**Recent Publications:**

Butler, John S., Alfonso Morales and David Torres (ed) September 2009. *Wealth Creation and Business Formation Among Mexican-Americans: History, Circumstances and Prospects*. West Lafayette, Purdue University Press, (286 pages).

Morales, Alfonso. 2009. "A Woman's Place is on the Street: Purposes and Problems of Mexican American Women Entrepreneurs." in *Wealth Creation and Business Formation Among Mexican-Americans: History, Circumstances and Prospects*. ed John S. Butler, Alfonso Morales, and David Torres. West Lafayette, Purdue University Press (99-125).

Butler, John S., Alfonso Morales and David Torres. 2009. "Introduction: An American Story: Mexican American Entrepreneurship and Wealth Creation." *Wealth Creation and Business Formation Among Mexican-Americans: History, Circumstances and Prospects*. West Lafayette, Purdue University Press.

**Mustafa A. Mustafa****Time Dedicated to International Studies: 100%****Departmental Home:**

African Languages and Literature

**Tenure Status:**

Faculty Associate (Non-tenure track)

**Educational History:**

Ph.D. candidate in Anthropology until 1994, Department of Anthropology, University of Wisconsin, Madison.  
B.S. Anthropology and Sociology, University of Khartoum, Sudan, 1974

**International Courses:**

Anthropology of South Asia  
South Asia Diaspora  
First, Second and Third Semester Arabic

**Overseas Experience:** Sudan, Malaysia**Languages:** Arabic (5), English (4)**Lisa Naughton****Time Dedicated to International Studies: 75%****Departmental Home:**

Geography

**Tenure Status:**

Associate Professor (Tenured)

**Educational History:**

Ph.D. University of Florida-Gainesville, 1996.

**International Courses:**

Geography 434: People, Wildlife and Landscapes  
Geography 538: The Humid Tropics: Ecology and Development  
Geography 930: People and Protected Areas in the Tropics

**Recent Development:**

"Expanding protected areas and incorporating human resource use: A study of 15 forest parks in Ecuador and Peru" Sustainability: *Science, Practice, & Policy*. <http://ejournal.nbii.org/>, (2009).  
Treves, A., Wallace, R., Naughton-Treves, L. and A. Morales. In press. "Co-managing human-wildlife conflicts: A review." *Human Dimensions of Wildlife*.  
Naughton-Treves, L., Chapman, C. and D. Kammen. In press. "Burning Biodiversity: Commerical and subsistence use of woody biomass in western Uganda", *Biological Conservation*.

**Adam Nelson****Time Dedicated to International Studies: 25%****Departmental Home:** Educational Policy Studies**Tenure Status:** Associate Professor (Tenured)**Educational History:** Ph.D. History, Brown University, 1998.**International Courses:**

History/Educational Policy Studies 713: History of Higher Education in Europe and America

History/Educational Policy Studies 622: History of Radical and Experimental Education in the US and UK

**Recent Publications:***The Elusive Ideal: Equal Educational Opportunity and the Federal Role in Boston's Public Schools, 1950-1985*  
(University of Chicago Press, 2005).Nationalism, Transnationalism, and the American Scholar in the Nineteenth Century: Thoughts on the Career of  
William Dwight Whitney, *The New England Quarterly* 78:3 (September 2005), 339-374.The Emergence of the American University : An International Perspective, *History of Education Quarterly* 45:3  
(Fall 2005), 427-437.**Robert Nixon****Time Dedicated to International Studies: 50%****Departmental Home:** English**Tenure Status:** Professor (Tenured)**Educational History:** Ph.D. English, Columbia University, 1989.  
M.Phil. English, Columbia University, 1984.  
M.A. English, University of Iowa, 1982.**International Courses:**

English 171: Violence and Migration in World Literature

English 510: South African Literature and Society

English 415: Decolonization, Postcolonialism and the Literatures of Africa

English 482: Honors Seminar: Postcolonial Literature and Theory

English 750: Environmental Writing and Social Justice in a Global Context

**Overseas Experience:** South Africa, England**Languages:** French (4)**Recent Publications:**"Race, Class, and the Intertidal Zone." In *The Oxford Handbook of Ecocriticism*, edited by Greg Garrard. NY:  
Oxford University Press, 2014."Emergencies of the Long Term." In *What Postcolonial Theory Doesn't Say*, edited by Ziad Elmarsafy, Stuart  
Murray and Anna Bernard. London: Routledge, 2012.*Slow Violence and the Environmentalism of the Poor*. Cambridge: Harvard, 2011.

**Tejumola Olaniyan****Time Dedicated to International Studies: 100%**

**Departmental Home:** African Languages and Literature, English,  
Music-Race-Empire Research Circle (Co-director)

**Tenure Status:** Professor (Tenured)

**Educational History:** Ph.D. Cornell University, 1991  
M.A. Cornell University, 1989  
M.A. University of Ife, Nigeria, 1985  
B.A. University of Ife, Nigeria, 1982

**International Courses:**

AF 402: Theory of African Literature  
AF 413: Contemporary African and Caribbean Drama  
AF 983: African Diaspora – Theory and Practice  
EN 591: African and African Diaspora Literature  
EN 591: African Diaspora Cultural Studies  
EN 591: Black Women Dramatists  
EN 823: Postcolonial Cultural Studies

**Recent Publications:**

“Political Critique and Resistance in African Fiction,” 70-86 IN *Teaching the African Novel*, ed. Gaurav Desai. New York: Modern Language Association of America. 2009.

“Thinking Afro-Futures: A Preamble to an Epistemic History.” *South Atlantic Quarterly* 108.3 (Summer 2009): 449-457).

*Arrest the Music! Fela and His Rebel Art and Politics*. (New and expanded African regional edition of 2004 Indiana UP book). Ibadan: BookCraft. 2009.

**Kristopher Olds****Time Dedicated to International Studies: 50%**

**Departmental Home:** Geography

**Tenure Status:** Professor (Tenured)

**Educational History:** Ph.D. Human Geography, University of Bristol, 1996.

**International Courses:**

Geography 675: Globalizing Higher Education and Research  
Geography 901: Seminar on Cultural Geography

**Recent Publications:**

Assembling the 'Global Schoolhouse' in Pacific Asia." *Service Industries, Cities and Development Trajectories in the Asia-Pacific*, eds. P. Daniels, K.C. Ho, and T. Hutton. London: Routledge. Forthcoming.

“Globalizing European Universities while Realizing Academic Freedom”, in *Handbook on the Internationalisation of European Higher Education*, Brussels: European University Association/Academic Cooperation Association/RAABE- Fachverlag für Wissenschaftsinformation. Forthcoming.

**Susan Paskewitz****Time Dedicated to International Studies: 25%****Departmental Home:**

Entomology

**Tenure Status:**

Professor (Tenured)

**Educational History:**

Ph.D. Entomology, University of Georgia, 1987  
M.A. Zoology, Southern Illinois University, 1982  
B.S. Zoology, Southern Illinois University, 1979

**International Courses:**

Entomology 371: Medical Entomology  
Entomology 699: Special Problems

**Recent Publications:**

Paskewitz S.M., and Andreev O. Silencing the genes for dopa decarboxylase or dopachrome conversion enzyme reduces melanization of foreign targets in *Anopheles gambiae*. *Comparative Biochemistry and Physiology, Part B. Biochemistry and Molecular Biology*. 150:403-408. 2008.  
Paskewitz S.M., Li B., and Kajla M. Cloning and molecular characterization of two invertebrate type lysozymes from *Anopheles gambiae*. *Insect Molecular Biology*. 17:217-225. 2008.  
Irwin P., Arcari C., Hausbeck J., and Paskewitz S.M. The urban wet landscape as mosquito habitat in the upper Midwest. *Ecohealth*. 5:49-57. 2008.

**Jonathan Patz****Time Dedicated to International Studies: 75%****Departmental Home:**

Nelson Institute for Environmental Studies, Population Health  
Sciences

**Tenure Status:**

Professor (Tenured)

**Educational History:**

M.D. Case Western Reserve University, 1987  
B. A. Colorado College, 1980

**International Courses:**

IES 900: Integrative Research Methods for Humans and the Global Environment  
PHS 740: Health Impact Assessment of Global Environmental Change  
PHS 650, MPH Summer Institute Course: "Global Environmental Public Health"

**Recent Publications:**

Olson\* SH, Gangnon R, Elguero E, Durieux L, Guegan JF, Foley JA, **Patz JA**. Links between climate, malaria, and wetlands in the Amazon Basin. *Journal of Emerging Infectious Diseases*, 2009; 15(4): 659-662.  
Vittor\* AY, Pan W, Gilman RH, Tielsch J, Glass GE, Shields T, Sanchez Lozano, W, Pinedo VV, **Patz JA** (Corresponding author). Linking deforestation to malaria in the Amazon: Characterization of the breeding habitat of the principal malaria vector, *Anopheles darlingi*. *Am J Trop Med Hyg* 2009 (in press).  
Myers SS and Patz JA. Emerging threats to human health from global environmental change. *Annual Reviews in Environmental Resources*. 2009 (doi:10.1146).

**Jon Pevehouse****Time Dedicated to International Studies: 100%****Departmental Home:** Political Science**Tenure Status:** Professor (Tenured)**Educational History:** Ph.D. Political Science, Ohio University, 2000  
B.A. Political Science, University of Kansas, 1995**International Courses:**Introduction to International Relations  
Alliances and National Security  
Problems in U.S. Foreign Policy  
Democracy: at Home and Abroad**Recent Publications:**Joshua S. Goldstein & Jon C. Pevehouse, *International Relations: Brief Edition*, 3<sup>rd</sup> ed. New York: PearsonLongman [textbook]. (3<sup>rd</sup> Ed.: 2005). (Updated 3<sup>rd</sup> Ed.: 2006). (4<sup>th</sup> Ed.: 2007). (Updated 4<sup>th</sup> Ed.: 2008). (5<sup>th</sup> Ed.: 2009)  
Joshua S. Goldstein & Jon C. Pevehouse, *Principles of International Relations*, New York: PearsonLongman. 2008.  
Edward D. Mansfield & Jon C. Pevehouse, "Democratization and the Varieties of International Organizations."  
*Journal of Conflict Resolution*. April 2008.**Tom Popkewitz****Time Dedicated to International Studies: 25%****Departmental Home:** Education**Tenure Status:** Professor (Tenured)**Educational History:** Ed.D. New York University, 1970  
Ph.D.h.c. Umea University (Sweden), 1989  
Ph.D.h.c. University of Lisboa (Portugal), 2001  
Ph.D.h.c.. Katholieke Universiteit Leuven, (Belgium), 2004  
Ph.D. h.c. University of Helsinki. (Finland), 2007**International Courses:**Curriculum 716: Reform and Change in Curriculum and Instruction  
Curriculum 675/765: Globalization and Teaching: Dimensions for Curriculum Planning**Recent Publications:***Globalization and the study of education*. National Society for the Study of Education, co-ed. (2009)  
"The double gestures of cosmopolitanism, globalization and comparative studies of education." In R. Cowen and A. M. Kazamias (Eds.), *International handbook of comparative education*, pp. 379-395. Springer Science. (2009)  
*Cosmopolitanism and the age of school reform: Science, education and making society by making the child*. New York: Routledge. (2008).  
Social reconstruction and the expertise of the governing: toward a political sociology of schooling. In Li-Hua Chen, ed. *Theory and Practice in Social Reconstruction Curriculum: Enlightenment, Empowerment, and Action*. (pp. 109-140)Taiwan: Wu-Nan Book Inc.(2008)



**Ronald Radano****Time Dedicated to International Studies: 75%****Departmental Home:**

Musicology and Ethnomusicology  
Music-Race-Empire Research Circle (Co-director)

**Tenure Status:**

Professor (Tenured)

**Educational History:**

Ph.D., Musicology, University of Michigan, 1985  
B.A., Music Theory and Composition, Rowan University, 1978

**International Courses:**

Music 400: Music Cultures of Africa and the Americas  
Music 909: Music and Culture Workshop  
Music 915: Seminar in Ethnomusicology

**Recent Publications:**

"Musical Antinomies of Race and Empire." *Cambridge History of World Music*. (Co-authored with Wayne Marshall). 2010, forthcoming.  
"Black Music's Body Politics," *World Jazz/Jazz Worlds*, Goffredo Plastino and Philip Bohlman, eds. Chicago: University of Chicago, 2010, in press.  
Coeditor (with Josh Kun): *Refiguring American Music* (book series), Duke University Press.  
Coeditor (with Philip V. Bohlman and Bruno Nettl), *Chicago Studies in Ethnomusicology* (book series), University of Chicago Press.

**William J. Reese****Time Dedicated to International Studies: 25%****Departmental Home:**

Educational Policy Studies, History

**Tenure Status:**

Professor (Tenured)

**Educational History:**

Ph.D. Educational Policy Studies, University of Wisconsin, 1980  
M.A. History, Bowling Green State University, 1975.  
B.A. History, Wilkes College, 1973.

**International Courses:**

Educational Policy 906: Proseminar on the History of Education

**Recent Publications:**

"When Wisdom Was Better than Rubies: The Washington D.C. Public Schools in the Nineteenth Century," Kenneth Wong and Robert Rothman, eds., *Clio At the Table: Using History to Inform and Improve Educational Policy* (Peter Lang, 2009), 59-78.  
"Progressive Education," in press, Gary McCulloch and David Crooks, *International Encyclopedia of the History of Education* (Routledge, 2008), 10 pages  
*Rethinking the History of American Education: Essays on the Post-Revisionist Era and Beyond*, co-editor (Palgrave Macmillan 2008).  
*History, Education, and the Schools* (Palgrave Macmillan, 2007). Hardbound & Paperback.  
*America's Public Schools: From the Common School to 'No Child Left Behind'* (The Johns Hopkins University Press, 2005). Hardbound & Paperback.

**Nils Ringe****Time Dedicated to International Studies: 75%****Departmental Home:** Political Science**Tenure Status:** Assistant Professor (Tenure track)**Educational History:** Ph.D. Political Science, University of Pittsburgh, 2006.  
M.A. Political Science, University of Pittsburgh, 2003.  
B.A. Political Science and History, Brandeis University, 2001**International Courses:**Politics of the European Union and European Integration  
Comparative National European Politics  
Comparative Political Institutions  
Introduction to Comparative Politics**Recent Publications:**

“Who Decides, And How? Preferences, Uncertainty, and Policy Choice in the European Parliament,” in production (expected publication: October 2009), *Oxford University Press*.

“The Social Utility of Informal Institutions: Caucuses as Networks in the 110th U.S. House of Representatives,” with Jennifer N. Victor, *American Politics Research*, Volume 37, Issue 5 (peer reviewed special issue on ‘Social Networks and American Politics’), 742-766.

“The Second-Order Election Model in an Enlarged Europe,” with Jason R. Koepke, *European Union Politics*, Volume 7, Issue 3, September 2006, 321-46.

**Paul Robbins****Time Dedicated to International Studies: 75%****Departmental Home:** Nelson Institute for Environmental Studies, Geography**Tenure Status:** Professor (Tenured)**Educational History:** Ph.D. Clark University, 1996.  
M.A. Clark University, 1994.**Overseas Experience:** Field research on biodiversity in Rajasthan and Karnataka, India**Languages:**

French (1), Hindi/Urdu (1)

**Recent Publications:**

2014 Environment & Society: A Critical Introduction, Second Edition Oxford: Wiley-Blackwell. (First edition, 2010; Arabic edition under translation).

2014 “No Going Back: The Political Ethics of Ecological Novelty” in Traditional Wisdom and Modern Knowledge for Earth’s Future. Edited by K. Okamoto and Y. Ishikawa. Pages 103-118.

2013 “Global assemblages, resilience, and Earth Stewardship in the Anthropocene” *Frontiers in Ecology and Environment*. 11(7): 341–347.

2013 “Ecological Anxiety Disorder: Diagnosing the Politics of the Anthropocene” *Cultural Geographies*. 20(1): 3-19.

**Joel Rogers****Time Dedicated to International Studies: 25%****Departmental Home:**

Law, Lafollette School of Public Affairs

**Tenure Status:**

Professor (Tenured)

**Educational History:**

Ph.D., Princeton University  
J.D., Yale Law School  
B.A., Yale College

**Recent Publications:**

"Metropolis now." *New Statesman*. (September 17, 2009). With Katrina vanden Heuvel.  
*Eyes on the Prize: Program Architecture of Emerald Cities* (December 2008). With G. Hudson and P. Thompson.  
"Seizing the Opportunity (for Climate, Jobs, and Equity) in Building Energy Efficiency" in *Innovation and Equity Transform America* (Cambridge: Community Innovators Lab, MIT, 2008).  
"How're We Doing: Reflecting on Moral Progress in America." *The Good Society* 17(1) 2008: 13-19. With J. Cohen.

**Hernando Rojas****Time Dedicated to International Studies: 50%****Departmental Home:**

Life Sciences Communication

**Tenure Status:**

Assistant Professor (Tenure track)

**Educational History:**

Ph.D. Mass Communication, University of Wisconsin, 2005  
M.A. Mass Communication, University of Minnesota, 1994  
Law, Universidad Externado de Colombia – Bogotá, 1989

**International Courses:**

Life Sciences Com 340: Contemporary Communication Technologies and their Social Effects  
Life Sciences Com 875: Issues of Science and Technology Communication

**Languages:** Spanish (5)**Recent Publications:**

Rojas, H., Perez I. & Gil de Zúñiga, (In press). *Comunicación y Comunidad* (Communication and Community).  
Universidad Externado de Colombia Press. □ □  
Rojas, H., & Perez I. (2009). *Comunicación y Participación Política* (Communication and Political Participation).  
Universidad Externado de Colombia Press. □  
Rojas, H. & Puig-i-Abril, E. (2009). Mobilizers mobilized: Information, expression, mobilization and participation in the digital age. *Journal of Computer Mediated Communication*, 14 (4), 902-927. □ □  
Gil de Zuniga, H., & Rojas, H. (2009). Análisis de los efectos de los blogs en la sociedad de la información. *Comunicación y Ciudadanía*, 2.

**Patricia Rosenmeyer****Time Dedicated to International Studies: 75%**

**Departmental Home:** Classics

**Tenure Status:** Professor (Tenured)

**Educational History:** Ph.D. Princeton University, 1987.  
M.A. Princeton University, 1985.

**Recent Publications:**

"Anacreontics", entry in R. Greene et al., eds., Princeton Encyclopedia of Poetry and Poetics (4th edition, forthcoming 2012)

"Sappho's Iambics", Letras Classicas (annual Classics journal of University of Sao Paolo, Brazil, forthcoming 2011)

"Greek Verse Inscriptions in Roman Egypt", Classical Antiquity 27 (2008) 333-57

"From Syracuse to Rome: the Travails of Silanion's Sappho", TAPA 137 (2007) 277-303

**Ellen Sapega****Time Dedicated to International Studies: 100%**

**Departmental Home:** Spanish and Portuguese

**Tenure Status:** Associate Professor (Tenured)

**Educational History:** Ph.D. Spanish and Portuguese, Vanderbilt University, 1988  
M.A. Portuguese, Vanderbilt University, 1986  
B.A. Spanish, 1980

**International Courses:**

History of Portuguese Literature  
Introduction to Afro-Luso-Brazilian Literature  
Lusophone African Literature  
Portuguese Modernism  
Atlantic Exchange

**Overseas Experience:** Netherlands, Portugal

**Languages:** Spanish (5), Portuguese (5)

**Recent Publications:**

*City of Disquiet: Imagining Lisbon at the End of the 20<sup>th</sup> Century* [manuscript in preparation]

"What World?: Reflexions on the Reception and Circulation of Cape Verdean Literature and Culture." In *Contexts, Reception and Literary Criticism in Lusophone African Literatures*, edited by João Cosme, 85-102. Bristol: University of Bristol (Humanities Series 8), 2012.

**John Scarborough****Time Dedicated to International Studies: 50%****Departmental Home:** Pharmacy, History**Tenure Status:** Professor (Tenured)**Educational History:**

M.A. Oxford University, 1981.  
Ph.D. University of Illinois, 1967  
M. A. University of Denver, 1963

**International Courses:**

History/Classics 801 Seminar ancient history; Pharmacy 561 Greek & Roman Medicine; Pharmacy 562 Byzantine Medicine

**Overseas Experience:**

South Africa (2005, 2007, 2008); England (multiple to 2005); Germany; the Netherlands; Italy; Japan; France, etc.

**Languages:** Latin (good reading), Greek (good reading), German (fair reading), French (fair reading)**Recent Publications:**

2014 "Fish Glue in Hellenistic and Roman Pharmacology," *Classical Philology*, 109 (2014 [forthcoming])  
2013 "theodora, Aetius of Amida, and Procopius," *Greek, Roman, and Byzantine Studies*, 53 (2013), 742-762  
2012 "Pharmacology and Toxicology at the Court of Cleopatra VII, in Ann van Arsdall and Timothy Graham, eds., *Herbs and Healers from the Ancient Mediterranean through the Medieval West: Essays in Honor of John M. Riddle Fraham and Burlington: Ashgate, 2012*, pp. 7-18

**Uli Schamiloglu****Time Dedicated to International Studies: 100%****Departmental Home:** Languages and Cultures of Asia**Tenure Status:** Professor (Tenured)**Educational History:**

Ph.D. Columbia University, 1986  
M.A. Columbia University, 1980  
B.A. Columbia College, 1979

**International Studies Courses:** Cultural and Imperialism Along the Silk Road (LCA 236)

Literatures of Central Asia (LitTrans 314/214)

An Introduction to Central Asia: From the Silk Route to Afghanistan (LCA/History 265)

Proseminar in Central Asian History (LCA 640)

Proseminar: Introduction to Turkic Linguistics (LCA 610)

**Overseas Experience:** Regular visits to Turkey (conferences), Tatarstan/Russia (conferences), Kazakhstan (conferences, consulting, teaching), and recently to Kyrgyzstan (conferences)**Languages:** Kazan Tatar (5), Turkish (4), Uzbek (4), Kazakh (4), French (3), German (3), Russian (3), Hungarian (3), Arabic (2), Persian (2), Italian (2)**Recent Publications:****2014:** "The Plague in the Time of Justinian and Central Eurasian History: An Agenda for Research"**2012:** "Approaches to Foreign Language Instruction in the United States and Europe"**2011:** "The Black Death in the Golden Horde and the Later Golden Horde and its Consequences"

**Michael Schatzberg****Time Dedicated to International Studies: 100%****Departmental Home:** Political Science**Tenure Status:** Associate Professor (Tenured)**Education:** Ph.D. Political Science, University of Wisconsin-Madison, 1977.  
M.A. Political Science, University of Wisconsin-Madison, 1972.  
B.A. Political Science, Tufts University, 1969.**International Studies Courses:**African Politics  
Political Ethnography: the Politics of Daily Life  
Politics and Society in Central Africa  
Political Economy of East Africa  
Patterns of Protest and Revolt**Overseas Experience:** Cameroon, Dem. Rep. of the Congo, Uganda, Senegal, Ghana, Kenya**Languages:** French (4); Lingala (4); Kiswahili (4); Hausa (3); Cameroonian Pidgin (5)**Recent Publications:***Political Legitimacy in Middle Africa: Father, Family, Food.* Bloomington: Indiana, 2001.  
“The Structural Roots of the DRC’s Current Disasters: Deep Dilemmas.” *African Studies Review* 55 (2012): 117-121.**Agnete Schmidt****Time Dedicated to International Studies: 100%****Departmental Home:** Scandinavian Studies**Tenure Status:** Senior Lecturer (Non-tenure track)**Educational History:** Ph.D, M.A., B.A., English Language and Literature, Danish Language and Literature, English as a Second Language, University of Copenhagen, Denmark.  
M.A, B.A., Secondary Education, English, Aarhus College of Education, Denmark.  
Certified Student Counselor, Ministry of Education, Copenhagen.**International Courses:**Danish Language, level 1,2, 3, 4,  
Readings in Danish Literature  
Contemporary Scandinavian Literature  
Soeren Kierkegaard and Scandinavian Literature  
Survey of Scandinavian Literature  
Modern Scandinavian Poetry  
Scandinavian Life and Civilization  
Criminal Utopias - Scandinavian Science Fiction & Crime Stories**Recent Publications:**“From Exclusion to Inclusion; The Danish Educational System from *Stolen Spring* to *Borderliners*” in *The Nordic Storyteller*, 2009  
*Beginner's Danish*, Hippocrene Books, New York, 2007

**Simone Schweber****Time Dedicated to International Studies: 50%****Departmental Home:** School of Education, Curriculum and Instruction and Jewish Studies**Tenure Status:** Associate Professor (Tenured)**Educational History:** Ph.D. Stanford University, 1999**Recent Publications:**

Schweber, S. (2010). "Education," In Hayes, P. & Roth, J. (Ed.s). *Oxford Handbook of Holocaust Studies*. Oxford, England: Oxford University Press.

Schweber, S. (2009). "Teaching about Perpetrators: A plea." *Forum 21 European Journal on Child and Youth Policy*. (In French, German, and Russian, this journal goes to all education directors of European Union countries.)

Schweber, S. (2009). "Sick of the Holocaust," In Parker, W. (Ed.). *Social Studies Today: Research and Practice*. Routledge Press.

Schweber, S. (2009). "Holocaust Education," In Goodman, R. & Flexner, P., & Bloomberg, L. D. (Ed.s). *What we know now about Jewish education*, Los Angeles: Torah Aurah Productions.

**Gay Seidman****Time Dedicated to International Studies: 75%****Departmental Home:** Sociology**Tenure Status:** Professor (Tenured)**Educational History:** Ph.D. Sociology, University of California – Berkeley, 1990  
M.A. Demography, Sociology, University of California – Berkeley  
1982.**Overseas Experience:** South Africa, Swaziland, Botswana**Languages:** Portuguese (4)**Recent Publications:**

"Social movement unionism: from description to exhortation." *South African Review of Sociology* (October 2011): 94-102.

"Brazil's 'Pro-Poor' Strategies: What South Africa Could Learn." *Transformation: Critical Perspectives on South Africa*, 72/73 (2010): 86-103.

"Slender Threads: Social Labeling in the Indian Carpet Industry." *Management and Organizational History* 5 (2010): 145-64.

**David Shaffer****Time Dedicated to International Studies: 25%****Departmental Home:** Educational Psychology**Tenure Status:** Professor (Tenured)**Educational History:** Ph.D. Media Arts and Sciences, MIT, 1998  
M.S. Media Arts and Sciences, MIT, 1996  
A.B. magna cum laude, History and East Asian Studies, Harvard University, 1987**Recent Publications:**

Nulty, A., & Shaffer, D. W. (2008). Digital Zoo: The effects of mentoring on young engineers. Paper presented at the International Conference of the Learning Sciences (ICLS), Utrecht, Netherlands.

Nash, P., & Shaffer, D. W. (2008). Player-mentor interactions in an epistemic game: A preliminary analysis. Paper presented at the International Conference of the Learning Sciences (ICLS), Utrecht, Netherlands.

Bagley, E. S., & Shaffer, D. W. (2008). "They listen to stakeholders": Promoting civic thinking through epistemic game play. Paper presented at the International Conference of the Learning Sciences (ICLS), Utrecht, Netherlands.

**Hemant Shah****Time Dedicated to International Studies: 75%****Departmental Home:** Journalism and Mass Communication**Tenure Status:** Professor (Tenured)**Educational History:** Ph.D. Indiana University, Bloomington, Indiana, 1987  
M.A. Purdue University, West Lafayette, Indiana, 1982**International Courses:**Mass, Media and Minorities (South Asian Americans)  
International Communication**Overseas Experience:** Fieldwork in India and Uganda**Languages:** Gujarati (5)**Recent Publications:****2011:** "The Production of Modernization: Daniel Lerner, Mass Media and the Passing of Traditional Society"



**Mitra Sharafi****Time Dedicated to International Studies: 75%****Departmental Home:**

Law School

**Tenure Status:**

Assistant Professor (Tenure track)

**Educational History:**

Ph.D Princeton University, 2006

**International Courses:** Law and Colonialism**Overseas Experience:** Research in India**Languages:** English (5), French (5), German (4), Gujarati (4), Persian (4), Hindi (3), Latin (3)**Recent Publications:**

2010: "The Slaves and Slavery of Marie Clair Chabert: Familial Black Slaveholding in Antebellum Louisiana" in *Journal of Civil Law Studies*; "Colonial Paris and Law: A Cultural History, Government Fellowship Lectures;" "The Marital Patchwork of Colonial South Asia: Fourm Shopping from Britain to Baroda" in *Law and History Review*

**Nadav Shelef****Time Dedicated to International Studies: 75%****Departmental Home:**

Political Science

**Tenure Status:**

Assistant Professor (Tenure track)

**Educational History:**

Ph.D. Political Science, University of California, Berkeley, 2005.  
M.A. Political Science, University of California, Berkeley, 1998.  
B.A. Political Science, Political Science and Economic, 1996.

**International Courses:**

Political Science 401: Religion and Politics  
Political Science 631: The Arab-Israeli Conflict  
Political Science 665: Israeli Politics & Society  
Political Science 695: Nationalism, Race, & Ethnic Conflict

**Recent Publications:**

"Testing the logic of unilateral withdrawal: Lessons from the History of the Labor Zionist Movement," *Middle East Journal*, Vol. 61, No. 3, Summer 2007: 460-475.  
"Arab-Jewish Relations: From Conflict to Resolution? Essays in Honour of Professor Moshe Ma'oz," edited by Elie Podeh and Asher Kaufman. Brighton: Sussex Academic Press, 2006, (forthcoming) *MESA Bulletin*.  
*Evolving Nationalism: Homeland, Identity and Religion in Israel, 1925-2005*. Forthcoming. Cornell University Press.

**Irina Shevelenko****Time Dedicated to International Studies: 100%**

**Departmental Home:** Slavic Languages and Literature

**Tenure Status:** Assistant Professor (Tenure track)

**Educational History:** Ph.D. Stanford University, 1998

**International Courses:**  
Women in Russian Literature; Tolstoy; Intro to Old Church Slavonic and Old Literature

**Languages:** Russian (5); German (5); French (3)

**Field Experience:** Russia, Estonia

**Karl Shoemaker****Time Dedicated to International Studies: 75%**

**Departmental Home:** History, Legal Studies

**Tenure Status:** Assistant Professor (Tenure track)

**Educational History:** Ph.D. University of California, Berkeley, 2001.  
J.D. Samford University, 1996.

**International Courses:**  
History 426 The History of Punishment; History 600 Law and the Sacred in the Middle Ages

**Overseas Experience:** France, Italy, Germany, Turkey

**Languages:** Latin, French, German

**Recent Publications:**

2012 "Sanctuary for Crime in the Early Common Law," in Sanctuary Practices in International Perspective, eds. Randy Lippert and Sean Rehaag (Routledge, 2012) pp. 15-27.

2011 The Devil at Law in the Middle Ages" ("Le Diable et le droit au Moyen Âge") Revue de l'histoire des religion 228:567-586 (2011).

2011 "The Medieval Origins of the Supreme Court's Prohibition on Executing the Insane," in Executable Subjects: Contemporary Death Penalty Jurisprudence (University of Massachusetts, Amherst) pp. 23-39.

**Mark Sidel****Time Dedicated to International Studies: 75%**

**Departmental Home:** Law

**Tenure Status:** Professor (Tenured)

**Educational History:** J.D. Columbia University, 1985.  
M.A. Yale University, 1982.

**Overseas Experience:** China, Vietnam, Thailand, and India

**Languages:** Chinese (4)

**Marc Silberman****Time Dedicated to International Studies: 75%****Departmental Home:**

German

**Tenure Status:**

Professor (Tenured)

**Educational History:**

Ph.D. Indiana University, 1975.

M.A. Indiana University, 1972.

B.A. University of Minnesota, 1969.

**Recent Publications:**

Co-editor, *Screening War: Perspectives on German Suffering* (Rochester: Camden House, forthcoming July 2010)  
*Kuhle Wampe*, restored DVD edition, introduction (4000 words) and English subtitling with Evan Torner (DEFA Film Library, 2008).

“What’s New? Allegorical Representations of Renewal in DEFA’s Early Youth Films,” in Wilfried Wilms and William Rasch, eds., *German Postwar Films: Life and Love in the Ruins* (New York: Palgrave Macmillan, 2008), 93-108.

“Spuren der Zeitgeschichte in Zukunftsphantasien früher DDR-Gegenwartsromane,” in Erhard Schütz and Wolfgang Hardtwig, eds., *Keiner kommt davon: Zeitgeschichte in der Literatur nach 1945* (Göttingen: Vandenhoeck und Ruprecht 2008), 35-46.

Editor, special issue “The Art of Hearing,” *Monatshefte* Vol. 98, No. 2 (Summer 2006)

Editor, special issue “Cold-War German Cinema,” *Film History*, Vol. 18, No. 1 (February 2006)

**Erica Simmons****Time Dedicated to International Studies: 75%****Departmental Home:**

Political Science, Sociology

**Tenure Status:**

Assistant Professor (Tenure track)

**Educational History:**

Ph.D. University of Chicago, 2012

M.A. University of Chicago, 2007

**International Courses:**

International Studies 601 Mobilizing for Change in Latin America

Political Science 401 Topics: Introduction to Contentious Politics

International Studies 401 Topics: From Castro to Chiapas: Social Movements and Revolutions in Latin America

Political Science 667 Introduction to Contentious Politics

**Overseas Experience:** Mexico, Ecuador, Bolivia**Languages:** Spanish (4), Portuguese (2)**Recent Publications:**

Forthcoming "Grievances do matter" Theory and Society

2013 "Coping by Colluding: Political Uncertainty and Promiscuous Power Sharing in Indonesia and Bolivia" (with Dan Slater). *Comparative Political Studies* 46: 11 (November 2013), pp. 1366-1393.2012 "Informative Regress: Critical Antecedents and Historical Causation" (with Dan Slater). *Comparative Political Studies* 43:7 (July 2010), pp. 886-917.

**Aliko Songolo****Time Dedicated to International Studies: 100%****Departmental Home:** French & Italian, African Languages and Literature**Tenure Status:** Professor (Tenured)**Educational History:** Ph.D. French, University of Iowa, 1975  
M.A. French, University of Iowa, 1969  
B.A. Spanish, Goshen College, 1968**International Courses:**

African 669: African Cinema &amp; Literature

French 462 Cinéma francophone

French 532 Cultures et sociétés francophones

**Overseas Experience:** Dem. Rep. of Congo, Uganda, Rwanda, Cameroon**Languages:** Ebembe (5), French (5), Kiswahili (5), Spanish (4), Italian (3), Portuguese (3)**Recent Publications:**Associate Editor, *New Encyclopedia of Africa*. NY: Thomson Gale (**5 volumes**), (2008).Guest Editor, Special issue of *Africa Today* on "Africa's Great Lakes Region: Prospects for Peace." (forthcoming), (2008)."Marie Béatrice Umutesi's Truth : The Other Rwanda Genocide ?" *African Studies Review* (in press), (2005).**Emilie Songolo****Time Dedicated to International Studies: 50%****Departmental Home:** General Library System**Tenure Status:** Senior Academic Librarian (Non-tenure track)**Educational History:** M.L.S. University of California, Los Angeles, 1990  
B.A. English and French, The University of Yaoundé, Cameroon, 1986**Recent Publications:**Ngo-Nguidjol, Emilie. "Women in African Cinema: An Annotated Bibliography." In *African Cinema: Postcolonial and Feminist Readings*, ed. Kenneth Harrow, 305-37. Trenton, NJ: Africa World Press, 1999.Ngo-Nguidjol, Emilie. "Focusing on Women in African Cinema: An Annotated Bibliography." In *With Open Eyes: Women and African Cinema* (Matatu: Journal of African Culture and Society, 19), ed. Kenneth W. Harrow, 191-218. Amsterdam: Editions Rodopi, 1997

**Alexander Stajkovic****Time Dedicated to International Studies: 75%****Departmental Home:** Management and Human Resources**Tenure Status:** Professor (Tenured)**Educational History:** Ph.D. Organizational Behavior, University of Nebraska, Lincoln, 1996  
M.A. Management, University of Nebraska, Lincoln, 1993  
B.S. Economics and International Business, University of Belgrade (Yugoslavia), 1991**Recent Publications:**

Carpenter, M.A. & Stajkovic, A. D. (2006). Social network theory and methods as tools for helping business confront global terrorism: Capturing the case and contingencies presented by dark social networks. In G. Suder (Ed), *Corporate Strategies Under International Terrorism and Adversity*, 7-19. UK: Edward Elgar Publishing.

Stajkovic, A. D., Locke, E. A., & Blair, E. S. (2006). A first examination of the relationships between primed subconscious goals, assigned conscious goals, and task performance. *Journal of Applied Psychology*, 91, 1171-1180.

**Amy Stambach****Time Dedicated to International Studies: 75%****Departmental Home:** Educational Policy Studies**Tenure Status:** Professor (Tenured)**Educational History:** Ph.D. Anthropology, University of Chicago, 1996  
M.A. Anthropology, University of Chicago, 1991**International Courses:**

Gender Issues in International Educational Policy  
African Education: Past, Present, Future  
African: An Introductory Survey

**Overseas Experience:** Uganda, South Africa, Tanzania, Kenya**Languages:** Swahili (4); Kimachame (3); French (3)**Recent Publications:**

'Take the Gift of My Child and Return Something to Me': On Children, Chagga Trust, and an American Evangelical Orphanage on Mt. Kilimanjaro." *Journal of Religion in Africa* (2012)

*Faith in Schools: Religion, Education, and American Evangelicals in East Africa*. Stanford, CA: Stanford UP, 2010

"Policy and the Paradox of American Evangelical Involvement in East African Schools." *Discourse* 31 (2010)

**James Steakley****Time Dedicated to International Studies: 100%****Departmental Home:**

German

**Tenure Status:**

Professor (Tenured)

**Educational History:**

Ph.D. German Literature, Cornell University, 1977  
M.A. German Literature, minor in Comparative Literature, Cornell University, 1972  
B.A. German, University of Chicago, 1968

**International Studies Courses:**

Readings in German Literature and Culture  
Introduction to German Literature  
German Masterpieces in Translation  
Introduction to German Culture and Civilization  
Lesbian and Gay Cultural History in Germany  
The Third Reich

**Recent Publications:**

„Anders als die Andern.“ *Ein Film und seine Geschichte.* Bibliothek rosa Winkel, vol. 43. Hamburg: MännerschwarmSkript, 2007. 160 pp.  
“Hirschfeld, Magnus” and “Ulrichs, Karl Heinrich.” In *Europe, 1789 to 1914: Encyclopedia of the Age of Industry and Empire*, ed. John Merriman and Jay Winter (Detroit: Charles Scribner’s Sons, 2006), vol. 2, pp. 1069-72, and vol. 5, pp. 2375-77.

**Kyle Stiegert****Time Dedicated to International Studies: 50%****Departmental Home:**

Political Science, International Studies

**Tenure Status:**

Associate Professor (Tenured)

**Educational History:**

Ph.D. Agricultural Economics (Trade, IO), Purdue University, 1993.  
M.S. Agricultural Economics (IO, Price), University of Nebraska, 1989.  
B.S., Business Administration (Economics, Finance), University of Nebraska, 1981.

**Recent Publications:**

Huang, K. and K. W. Stiegert. “Evaluating a supermarket merger event: the case of Copps and Kohls in Madison WI.” FSRG Monograph Series, #21. Food System Research Group, Madison WI, March. 76p. 2009.  
Stiegert, Kyle. “Cooperative, Food Retailing and Farming in the U.S.” Chapter in *Development of Large Food Companies and Agriculture*, Agro-food New Marketing Institute, Seoul, Korea, 2008.  
Stiegert, K. A. Ardalan, and T. Marsh. “Foreign Market Entry Strategies in the European Union” *J. Food Distribution Research*. 37(3) 44-55. 2006.

**Randy Stoecker****Time Dedicated to International Studies: 75%****Departmental Home:** Sociology**Tenure Status:** Professor (Tenured)**Educational History:** Ph.D. University of Minnesota Twin Cities, 1988  
M.S. University of Wisconsin – Madison, 1983**International Courses:**

Community and Environmental Sociology 573; Community Organization and Change; Community and Environmental Sociology 500 Capstone; Environmental Studies 600 Capstone

**Overseas Experience:**

Canada, Australia

**Recent Publications:**

- 2014 "Extension and Higher Education Service-Learning: Toward a Community Development Service-Learning Model." *Journal of Higher Education Outreach and Engagement*.
- 2013 *Research Methods for Community Change: A Project-Based Approach*, 2e. Thousand Oaks, CA: Sage Publications
- 2013 2013. "Grassroots Organizations and Leadership Education." *Community Development*. 44: 441-455. With Catherine Willis
- 2012 Stoecker, Randy. 2012. "CBR and the Two Forms of Social Change." *Journal of Rural Social Sciences*. 27:83-98.

**Scott Straus****Time Dedicated to International Studies: 100%****Departmental Home:** Political Science, International Studies**Tenure Status:** Professor (Tenured)**Educational History:** Ph.D. in Political Science, University of California, Berkeley, 2004  
M.A. in Political Science, University of California, Berkeley, 1999  
B.A. in English, *cum laude*, 1993**International Courses:**International Studies 101 - Introduction to International Studies  
Political Science/International Studies 317 - Politics of Human Rights  
International Studies 318 - The Comparative Study of Genocide  
Political Science 900 - New Perspectives on International Human Rights  
Political Science 948 – Political Violence in International Settings**Overseas Experience:** Rwanda, Côte D'Ivoire, South Sudan, South Africa, Cambodia, Mali**Languages:** French (5)**Recent Publications:**

- With Steve Stern, eds. *The Human Rights Paradox: Universality and Its Discontents*. Madison: University of Wisconsin Press, [forthcoming 2014].
- "Wars Do End! Changing Patterns of Political Violence in Africa," *African Affairs*, 111 (2012): 179-201.
- With Lars Waldorf, eds. *Remaking Rwanda: Human Rights and State Building after Mass Violence* Madison: University of Wisconsin Press, 2011.

**Francois Victor Tochon****Time Dedicated to International Studies: 75%****Departmental Home:**

Curriculum and Instruction, French &amp; Italian

**Tenure Status:**

Professor (Tenure)

**Educational History:**Ph.D. Laval University, Quebec, 1990  
Ph.D. University of Ottawa, Ontario, 1997**International Courses:**

French 311: Advanced Composition and Conversation

**Languages:** English (5), French (5), Spanish (4), German (4), Turkish (4)**Recent Publications:****2014:** "The Role of Semiotics in Language Education Inquiry" in *Proceeding of Sozopol Seminar Southeast European Center for Semiotics Studies***2013:** "Signs and Symbols in Education: Educational Semiotics"**2012:** "The Deep Approach to Turkish Teaching and Learning" in *Research Report to the U.S. Department of Education***2011:** "Reflecting on the paradoxes of foreign language teacher education: a critical system analysis" in *Porta Linguarum***Adrian Treves****Time Dedicated to International Studies: 75%****Departmental Home:**

Nelson Institute for Environmental Studies

**Tenure Status:**

Professor (Tenured)

**Educational History:**Ph.D. Biological Anthropology, Harvard University, 1997.  
B.A. Biology and Anthropology, Rice University, 1990.  
B.A. Political Science, Political Science and Economic, 1996.**International Courses:**

Introduction to Ecology

Conservation Biology

Large Carnivore Conservation

**Overseas Experience:**

Uganda, Ecuador, Chile, Belize, India, Dem. Rep of the Congo

**Recent Publications:**With Mwima, P., Plumptre, A.J., Isoke, S. "Camera-trapping forest-woodland wildlife of western Uganda reveals how gregariousness biases estimates of relative abundance and distribution." *Biological Conservation* 143 (2010): 521-528.With Plumptre, A.J., et al. "Identifying a potential lion *Panthera leo* stronghold in Queen Elizabeth National Park, Uganda, and Parc National des Virunga, DRC." *Oryx* 43(2009): 60-66.



**Aili Tripp****Time Dedicated to International Studies: 100%****Departmental Home:**

Political Science, Lafollette School of Public Affairs

**Tenure Status:**

Professor (Tenured)

**Educational History:**

Ph.D., Political Science, Northwestern University, 1990  
M.A., Middle East Studies, University of Chicago, 1985  
B.A., Political Science, University of Chicago, 1983

**International Studies Courses:**

Women and Changes in Contemporary Africa  
Global Feminisms  
Africa: An Introductory Survey  
Women and Politics in Global Contexts  
African Politics.

**Overseas Experience:** Angola, Tanzania, Uganda, Finland, Liberia, UK**Recent Publications:**

Gender, Power and Peacemaking in Africa [forthcoming]  
“Donor Assistance and Political Reform in Tanzania.” In *Democratic Trajectories in Africa: Unraveling the Impact of Foreign Aid*, edited by D. Resnick and C. Ewig, 170-199. NY: New York University Press, 2013.  
Museveni’s Uganda: Paradoxes of Power in a Hybrid Regime. Boulder: Lynne Rienner, 2010.

**Anna Tumarkin****Time Dedicated to International Studies: 100%****Departmental Home:**

Center for Russia, East Europe, and Central Asia (CREECA)

**Tenure Status:**

Assistant Faculty Associate (Non-tenure track)

**Educational History:**

Ph.D., University of Wisconsin-Madison, 2009.  
B.A. University of Wisconsin-Milwaukee (magna cum laude), 1997

**International Studies Courses:**

Russian Language and Culture I and II  
Honors Tutorial in First- and Second-year Russian  
Russian Language Pedagogy

**Overseas Experience:** Russia, Ukraine, Poland.

**Daniel Ussishkin****Time Dedicated to International Studies: 75%****Departmental Home:** History**Tenure Status:** Assistant Professor (Tenure track)**Educational History:** Ph.D. University of California, Berkeley, 2007.  
M.A. University of California, Berkeley, 2002.**International Courses:**

History 124 Britain since 1688; History 350 WWI and the shaping of 20th century Europe; History 600 war and society in modern Britain; History 600 London: a modern imperial metropolis; History 120 Europe and the world since 1815

**Overseas Experience:** UK, France**Languages:** Hebrew (5), English (5), French (3), German (2)**Recent Publications:**

- 2013 "Morale and the Postwar Politics of Consensus," *Journal of British Studies* 52, no. 3 (July, 2013).  
2012 "The Will to Work": Industrial Morale and the Question of Conduct in Interwar Britain," in Laura Beers and Geraint Thomas, eds. *A Brave New World? Empire and Nation-Building in Britain between the Wars* (London: Institute for Historical Research, 2012).  
2011 Review of Guy Ortolano, *The Two Cultures Controversy: Science, Literature, and Cultural Politics in Postwar Britain* (Cambridge, 2008) and Jerome Kagan, *The Three Cultures: Natural Sciences, Social Sciences, and the Humanities in the 21st Century* (Cambridge, 2009), *The Journal of Modern History* 83:1 (2011).

**Lynet Uttal****Time Dedicated to International Studies: 75%****Departmental Home:** Human Development and Family Studies**Tenure Status:** Professor (Tenured)**Educational History:** Ph.D. Sociology, University of California, Santa Cruz, 1993.  
B.A. Psychology, University of Michigan, Ann Arbor, 1980.**International Courses:**

Immigrant Families (Community Based Research Course)  
Racial Ethnic Families in the United States  
A Family Perspective on Social Policy

**Recent Publications:**

- Lynet Uttal and Ching Yun Han. 2011. "Taiwanese Immigrant Mothers' Childcare Preferences: Socialization for Bicultural Competency." *Cultural Diversity and Ethnic Minority Psychology* 17(4):437-443.  
Lynet Uttal. 2010. "Liminal Cultural Work in Family Childcare: Latino Immigrant Family Childcare Providers and Bicultural Childrearing in the United States." *Special issue: From the World of Wet Nurses to the Networks of Family Childcare Providers*, edited by V. Pache Huber & V. Dasen. *Politics of Child Care in Historical Perspective. Paedagogica Historica* (46/6):731-742.

**Manon van de Water****Time Dedicated to International Studies: 75%****Departmental Home:** Theatre and Drama**Tenure Status:** Professor (Tenured)**Educational History:** Ph.D. Arizona State University; Drs. University of Leiden, the Netherlands**International Boards:**

Chair ITYARN (International Theatre for Young Audiences Research Network)

Director of Publication and Research AATE (American Alliance for Theatre and Education)

ASTR (American Society for Theatre Research Liaison with ITYARN and AATE)

International advisory board *RiDE* (Research in Drama/Theatre Education)**Recent Publications:***Youth Theatre Journal* Vol. 23.1, 2009. ITYARN issue. Editor.Van de Water, M. TYA as Cultural Production: Aesthetics, Meaning and Material Conditions. *Youth Theatre Journal* 23.1 2009.Van de Water, M. (Ed. and Trans.) 2008. *Dutch theatre for children: Three contemporary plays* Charlottesville: New Plays, Inc..Van de Water, M. 2008. The right of the child. *Youth Theatre Journal*, 22.Van de Water, M. 2006. *Moscow theatres for young people: A cultural history of ideological coercion and artistic innovation, 1917-2000* New York: Palgrave Macmillan.**Florence Vatan****Time Dedicated to International Studies: 100%****Departmental Home:** French and Italian, German**Tenure Status:** Associate Professor (Tenured)**Educational History:** Ph.D. University of Chicago, 2004.  
Ph.D. University of Paris III, Sorbonne, 1996.**International Courses:**

French &amp; Italian FR 636 Literature and Madness in Nineteenth-Century France

French &amp; Italian FR 348 Modernity Studies

French &amp; Italian FR 462 The Haunting Past

**Overseas Experience:** France, Germany, Austria**Languages:** French (5), English (5), German (5), Italian (3)**Recent Publications:**2014 "Vertige et quête de maîtrise: Flaubert et le Dr. Le Fèvre" *Revue Flaubert* 13, <<http://flaubert.univ-roren.fr/revue/article.php?id=166>>, p. 1-20.2014 "Le Sublime et le grotesque dans Bouvard et Pécuchet," in *Le Grotesque et le sublime*. Ed. Jan Miernowski. Genève: Droz, p. 269-295.2013 Robert Musil. *Le "virtuose de la distance."* Paris, Belin, 272p.2013 *Memory and Postwar Memorials: Confronting the Violence of the Past*. Co-edited with Marc Silberman. New York, Palgrave MacMillan, 256p.

**Don Waller****Time Dedicated to International Studies: 50%**

**Departmental Home:** Botany (w/ affiliation in Environmental Studies)

**Tenure Status:** Professor (Tenured)

**Educational History:** Bussey Post-doctoral Fellow, The Gray Herbarium, Harvard University, 1978  
Ph.D. Biology/Population Biology, Princeton University, 1978  
A.B. Biology/Independent Scholar, Amherst College, 1973

**International Studies Courses:**

Botany 260 - Introductory Ecology

Botany 699 – Biological and Environmental Science in Cross-Cultural Perspective

Botany/Zoology 639/640 – Field Biology of the Tropics (3-week excursion to Central America)

**Recent Publications:**

Waller, D.M. Retour à la vraie nature. *Écologie et Politique* 39: 149-175. 2009.

Waller, D.M., and S. Flader. Leopold's legacy: An ecology of place. I. Billick and M. Price, eds., *The Ecology of Place*, Univ. of Chicago Press, 2009.

Cole, C.T., J.E. Anderson, R.W. Lindroth, and D.M. Waller. Rising concentrations of atmospheric CO<sub>2</sub> have increased growth in natural stands of quaking aspens (*Populus tremuloides*). *Global Change Biology*, doi: 10.1111/j.1365-2486.2009.02103.x 2009.0

**Lee Wandel****Time Dedicated to International Studies: 75%**

**Departmental Home:** History

**Tenure Status:** Professor (Tenured)

**Educational History:** Ph.D., History, University of Michigan, Ann Arbor, 1985  
Visiting Scholar, Institut für Spätmittelalter und Reformation, Universität Tübingen, Germany, 1980-82  
A.M., History, Brown University, 1977  
B.A., with Honors, History, University of California, Santa Cruz, 1976

**International Studies Courses:**

History 119 - The Making of Modern Europe 1500-1815

History 600 - Advanced Seminar in History

**Languages:**

German (4), French (4) Danish (2), Dutch (2), Italian (2), Latin (2), Spanish (2), Swedish (2).

**Recent Publications:**

*The Eucharist in the Reformation: Incarnation and Liturgy*. Cambridge University Press, 2006.

**Michel Wattiaux****Time Dedicated to International Studies: 75%****Departmental Home:** Dairy Science**Tenure Status:** Professor (Tenured)**Educational History:** Ph.D. University of Wisconsin - Madison, 1990  
M.S. Université de Louvain, Belgium, 1982**Overseas Experience:**  
Mexico, France, Costa Rica, Canada**Languages:** English (5), Spanish (4), French (5)**Recent Publications:**

- Forthcoming Martínez-García, C., S. Janes Ugoretz, C. M. Arriaga-Jordán, and M. A. Wattiaux. Farm, household and farmer characteristics associated with changes in management practices and technology adoption among dairy smallholders. *Experimental Agriculture* (in review).
- 2013 Fadul-Pacheco, L., M. A. Wattiaux, A. Espinoza-Ortega, E. Sánchez-Vera and C. Arriaga-Jordan. 2013. Evaluation of sustainability of small-scale production systems in the highlands of Mexico during the rainy season. *WJSA: Agroecology and Sustainable Food S*
- 2012 A. Alfonso-Avila, M. A. Wattiaux, A. Espinoza-Ortega, E. Sánchez-Vera and C. M. Arriaga-Jordan. 2012. Local Feeding Strategies and milk composition in small-scale dairy production systems during the rainy season in the Highlands of México. *Tropical Animal Health and Production* 44(3):637-644.

**Claire Wendland****Time Dedicated to International Studies: 75%****Departmental Home:** Anthropology**Tenure Status:** Assistant Professor (Tenure track)**Educational History:** Ph.D., University of Massachusetts Amherst, 2004  
Ob/Gyn, University of New Mexico, 1994  
M.D., Michigan State University, 1990**International Studies Courses:**Anthropology/History 983 -- Interdisciplinary Seminar on Health and Healing in Africa  
Anthropology 909 - Research Methods and Research Design in Cultural Anthropology**Recent Publications:**

- Wendland, Claire. *A Heart for the Work: Journeys through an African Medical School*. University of Chicago Press: Forthcoming, 2010.
- Wendland, Claire. The Vanishing Mother: Cesarean Section and "Evidence-Based Obstetrics." *Medical Anthropology Quarterly* 21(2):218-233.
- Wendland, Claire. Research, Therapy, and Bioethical Hegemony: The Controversy over Prenatal HIV Research in Africa. *African Studies Review* 51(3):1-23, 2008.

**Eric Wilcots****Time Dedicated to International Studies: 25%****Departmental Home:**

Astronomy

**Tenure Status:**

Professor (Tenured)

**Educational History:**

Ph.D., Astronomy, University of Washington, 1993

**Recent Publications:**

With Fernández, X., van Gorkom, J., Hess, K., Pisano, D., Kreckel, K., et al. "A Pilot for a Very Large Array H I Deep Field." *The Astrophysical Journal Letters* 770 (2013): L29.

"The Role of the Magnetic Field in the Interstellar Medium of the Post-Starburst Dwarf Irregular Galaxy NGC 1569." *The Astrophysical Journal*, Volume 712, Issue 1, pp. 536-557 (2010).

A Universal Luminosity Function for Radio Supernova Remnants. *The Astrophysical Journal*, Volume 703, Issue 1, pp. 370-389 (2009).

**Andre Wink****Time Dedicated to International Studies: 75%****Departmental Home:**

History

**Tenure Status:**

Professor (Tenured)

**Educational History:**

Ph.D., University of Leiden, 1984

**International Courses:**

History of South Asia to the Present (History 142)

History of Medieval India (History 448)

Topics in South Asian History-"Empires of the East" (History 463)

Buddhism in the History of South and Southeast Asia (History 621)

Advanced Seminar in History (History 600)

Pro-Seminar in Indian History (History 757)

Seminar in History of India (South Asia)-"Empires of the East" (History 857)

**Overseas Experience:** South and Southeast Asia**Languages:** Marathi (5), Persian (5), Arabic (4), Sanskrit (3)**Recent Publications:**

"Testing the logic of unilateral withdrawal: Lessons from the History of the Labor Zionist Movement," *Middle East Journal*, Vol. 61, No. 3, Summer 2007: 460-475.

"Arab-Jewish Relations: From Conflict to Resolution? Essays in Honour of Professor Moshe Ma'oz," edited by Elie Podeh and Asher Kaufman. Brighton: Sussex Academic Press, 2006, (forthcoming) *MESA Bulletin*.

*Evolving Nationalism: Homeland, Identity and Religion in Israel, 1925-2005*. Forthcoming. Cornell University Press.

**Stephen Young****Time Dedicated to International Studies: 100%****Departmental Home:** Geography, International Studies**Tenure Status:** Assistant Professor (Tenure track)**Educational History:** Ph.D. University of Washington, 2010  
MSc. University of Edinburgh, 2002**International Courses:**

International Studies 602 Economy and Society in Contemporary India

International Studies 402 Global Poverty and Inequality

**Overseas Experience:** India**Languages:** Hindi (1)**Recent Publications:**

- 2014 S. Young, A. Pinkerton & K. Dodds 2014. 'The Word on the Street: Rumor, "Race" and the Anticipation of Urban Unrest,' Political Geography 38, 1, 57-67
- 2014 C. Jeffrey & S. Young 2014. "Jugād: Youth and Enterprise in India", Annals of the Association of American Geography 104, 1, 182-195
- 2013 S. Young 2013. "Leveraging 'Vision Mumbai': Global Finance, the State and Middle-Class Politics," in K. Coelho, L. Kamath & M. Vijaybaskar (eds.) Participolis: Consent and Contestation in Urban Governance New Delhi: Routledge

**Joy Zedler****Time Dedicated to International Studies: 100%****Departmental Home:** Botany**Tenure Status:** Professor (Tenured)**Educational History:** Ph.D. University of Wisconsin – Madison, 1968  
M. S. University of Wisconsin – Madison, 1966**International Studies Courses:**

Botany Bot 670 Adaptive Restoration; Botany Bot 950 Seminar in Ecology; Botany Bot 240 Plants and Humans; Botany Bot 575 Field studies in Chile

**Overseas Experience:**

South Korea, Chile

**Recent Publications:**

- 2014 Doherty, J. M., J. F. Miller, S. Prellwitz, A. M. Thompson, S. Loheide, and J. B. Zedler. In press. Bundles and tradeoffs among six wetland services were associated with hydrologic regime. Ecosystems.
- 2014 Temperton, V. M., E. Higgs, Y. D. Choi, E. Allen, D. Lamb, C-S. Lee, J. Harris, R. J. Hobbs, and J. B. Zedler. 2014. Flexible and adaptable restoration: an example from South Korea. Restoration Ecology 22(3): 271-278.
- 2014 Doherty, J. M., and J. B. Zedler. 2014. Dominant graminoids support restoration of productivity but not diversity in urban wetlands. Ecological Engineering 65:101-111.
- 2014 Morzaria-Luna, H. N., and J. B. Zedler. 2014. Competitive interactions between two salt marsh halophytes across stress gradients. Wetlands 34:31-42.

**Hongming Zhang****Time Dedicated to International Studies: 100%****Departmental Home:**

East Asian Studies

**Tenure Status:**

Associate Professor (Tenured)

**Educational History:**B.A., M.A. Fudan University  
M.A., Ph.D. University of California San Diego**International Studies Courses:**First, Second, Third, fourth Year Chinese  
Introduction to Chinese Linguistics  
History of Chinese Language  
Studies in Chinese Syntax and Morphology  
Seminar in Chinese Linguistics**Languages:**

Chinese (5), English (3), Japanese (Reading)

**Recent Publications:***Overseas Chinese Linguistics*. World Books Publishing Company, Beijing, 2010*Linguistics in China*. World Books Publishing Company, Beijing, 2009.*Interface Studies between Literature and Languages: A Perspective from Chinese*. Nankai University Press, 2008.“Labial-labial Co-occurrence Constraint in Cantonese” in *Macao Journal of Linguistics*, No. 31-32, 2008.**Yongming Zhou****Time Dedicated to International Studies: 75%****Departmental Home:**

Anthropology

**Tenure Status:**

Professor (Tenured)

**Educational History:**

Ph.D. Cultural Anthropology, Duke University 1997

**International Studies Courses:**

Anthropology 917: Global and Transnational Cultures

**Recent Publications:**“Privatizing Control: Internet Cafés in China” In Li Zhang and Aihwa Ong eds. *Privatizing China: Socialism from Afar*. Ithaca, NY: Cornell University Press, pp. 214-29. 2008.*Historicizing Online Politics: Telegraphy, the Internet and Political Participation in China*. Stanford, CA: Stanford University Press. 2006.Living on the Cyber Border: “Minjian” Political Writers in Chinese Cyberspace. *Current Anthropology*, Vol. 46 (5): 779-803. 2005.



### Appendix 3 - Course List

(All courses 100% international content unless otherwise noted)

Crs No.	Course Title	Term	Crs	'12-'13		'13-'14		Offered 2014-2015
				Gr	UG	Gr	UG	
African Languages and Literature								
120	Literary Legacy of Arabs	FA	3		11			FA 2014
321	First Semester Arabic	FA	5	5	62			FA 2014
		SP	5		1			
Crosslisted with Languages & Cultures of Asia - Languages								
322	Second Semester Arabic	FA	5		1			SP 2015
		SP	5	7	44			
Crosslisted with Languages & Cultures of Asia - Languages								
323	Third Semester Arabic	FA	4	4	36		26	FA 2014
		SP	4		3			
		SU	4		1			
Crosslisted with Languages & Cultures of Asia - Languages								
324	Fourth Semester Arabic	FA	4		1			SP 2015
		SP	4	5	24	1	12	
		SU	4		1			
Crosslisted with Languages & Cultures of Asia - Languages								
325	Colloquial Arabic	FA	2		5		4	SP 2015
		SP	2	2	29	2	4	
326	Colloquial Arabic	FA	2				3	SP 2015
		SP	2	1	6		5	
327	Elem Summer Immersion Arabic	SU	8	2	10	2	9	
Crosslisted with Languages & Cultures of Asia - Languages; Partially supported with NRC funds								
370	Islam: Religion and Culture	FA	4		21		17	FA 2014
		SP	4		1			
Crosslisted with Languages & Cultures of Asia, Religious Studies								
413	Contemp Afrcn&Caribbn Drama	SP	4			3	10	SP 2015
Crosslisted with Afro-American Studies								
427	Intermed Sumr Immersion Arabic	SU	8	2	4	2	3	
Crosslisted with Languages & Cultures of Asia - Languages; Partially supported with NRC funds								
445	Readings-Adv Arabic Texts - Advanced Arabic Stylistics	FA	3	4	3	2	4	FA 2014
	Readings-Adv Arabic Texts - Contemporary Arabic Literature	FA	3	4	3	2	4	
Crosslisted with Languages & Cultures of Asia - Languages								
446	Readings-Adv Arabic Texts - Adv. Arabic Stylistics	SP	3	1	2	2	2	SP 2015
	Readings-Adv Arabic Texts - Contemporary Arabic Literature	SP	3	1	2	2	2	
Crosslisted with Languages & Cultures of Asia - Languages								
527	Adv Summer Immersion Arabic	SU	8	3	3	3	2	
Crosslisted with Languages & Cultures of Asia - Languages; Partially supported with NRC funds								
Special Topics		FA	3		5		3	
		SP	3		1			
		SU	3		1			
Special Topics - ArabAmerican Experience Lit		SP	3			7	10	
		FA	3	1	15	9	13	
669 Special Topics - Fifth Semester Arabic		FA	3			9	13	
		SP	3		15			
Special Topics - Itineraries Africa&MidEast		SP	3			7	10	
		FA	3			9	13	
Special Topics - LangGender&Sex-AfricanContexts		FA	3			9	13	
		SP	3		15	7	10	
Special Topics - Lit. and Pop Culture in Africa		FA	3			9	13	
		FA	3			9	13	
Special Topics - Nation & Francophone Cinema		FA	3			9	13	
		SP	3		15	7	10	
Crosslisted with Languages & Cultures of Asia - Languages; Partially supported with NRC funds								

### Appendix 3 - Course List

(All courses 100% international content unless otherwise noted)

Crs No.	Course Title	Term	Crs	'12-'13		'13-'14		Offered 2014-2015
				Gr	UG	Gr	UG	
699	Directed Study	FA	6		4		2	
		SP	6		7		2	
		SU	6		1			
<b>Afro-American Studies</b>								
347	The Caribbean & its Diasporas	SP	3		23		22	SP 2015
	<i>Crosslisted with History</i>							
413	Contemp Afrcn&Caribbn Drama	SP	4			1	3	SP 2015
	<i>Crosslisted with African Languages &amp; Literature</i>							
443	Mutl Perceptns-Racl Minority	FA	3		8	1	9	FA 2014
	<i>Crosslisted with Asian American Studies; International Content: 50%</i>							
643	Topics-Afr Diaspora ArtHist - Carnival Arts-Resist&Empwr	FA	3		2			
<b>Agricultural and Applied Econ</b>								
244	Environment&Global Economy	SP	3				56	SP 2015
	<i>Crosslisted with Environmental Studies</i>							
319	The Internatl Ag Economy	FA	3	3	17		16	FA 2014
		SP	3		1			
323	Cooperatives	FA	3	4	24	1	12	FA 2014
	<i>International Content: 50%</i>							
343	Environmental Economics	FA	4	3	28	5	24	FA 2014
		SP	4	3	37	4	39	
	<i>Crosslisted with Economics, Environmental Studies</i>							
344	Environment&Global Economy	FA	3				1	SP 2015
		SP	3	1	57			
	<i>Crosslisted with Environmental Studies</i>							
350	World Hunger & Malnutrition	SP	3	2	126		135	SP 2015
	<i>Crosslisted with Agronomy, Nutritional Sciences</i>							
		FA	3		1			SP 2015
373	Globalizatr, Poverty&Develpmnt	SP	3		2	1	21	
		SU	3		11			
	<i>Crosslisted with International Studies</i>							
374	Growth&Develpmt Global Econ	FA	3		22		15	FA 2014
	<i>Crosslisted with International Studies</i>							
	Special Topics - Climate Change Econ & Policy	SP	3	3	20			FA 2014
375	Special Topics - Econ & Strategy in Ag Markets	FA	3			2	12	
	Special Topics - Economics of Sustainable Ag	FA	3			2	12	
	Special Topics - IO and Strategy in Ag Markets	SP	3	3	20			
	<i>International Content: 75%</i>							
474	Econ Probs-Developing Areas	FA	3		2		1	FA 2015
		SP	3		17	2	12	
	<i>Crosslisted with Economics</i>							
671	Energy Economics	FA	3	3	5	2	8	FA 2014
		SP	3	3	6	4	3	SP 2015
	<i>with Economics, Environmental Studies, Transportation &amp; Public Utilities, Urban &amp; Regional Planning; International C</i>							
730	Development Economics I	SP	3			5		SP 2015
731	Macroeconomics-Ag Developmt	FA	3			10		FA 2014
	<i>International Content: 75%</i>							
875	Special Topics - Environmental Economics	SP	3	5				
<b>Agronomy</b>								
203	Introduction to Global Health	FA	3		50		49	FA 2014

### Appendix 3 - Course List

(All courses 100% international content unless otherwise noted)

Crs No.	Course Title	Term	Crs	'12-'13		'13-'14		Offered 2014-2015
				Gr	UG	Gr	UG	
Crosslisted with Entomology, Nutritional Sciences								
350	World Hunger & Malnutrition	SP	3		31		35	SP 2015
Crosslisted with Agricultural and Applied Econ, Nutritional Sciences								
Animal Sciences								
370	Livestck Prod&Hlth-Ag Dvlpm	FA	3		16			FA 2014
Crosslisted with Dairy Science, Animal Sciences								
Anthropology								
102	Archaeology & Prehist World	FA	3		123		130	FA 2014
		SP	3		108		110	SP 2015
104	Cult Anthro&Human Diversity	FA	3	2	740		773	FA 2014
		SP	3	1	694		702	SP 2015
211	Global Language Issues	SU	3		21			
		FA	4		1			
300	Cult Anthro:Thry&Ethnogrphy	FA	3	2	42		62	FA 2014
		SP	3				39	SP 2015
307	Urban Anthropology	SP	3		3			
321	Emergence of Human Culture	FA	3	3	70	4	56	
322	The Origins of Civilization	SP	3	3	58	4	37	SP 2015
330	Topics in Ethnology	FA	4		4			SP 2015
		SP	4		4			
343	Anthropology of Religion	SP	4		1			FA 2014
		SP	4	5	20			
Crosslisted with Religious Studies								
350	Political Anthropology	FA	4			4	18	FA 2014
		SP	4		2			SP 2015
365	Medical Anthropology	FA	3				1	SP 2015
		SP	3		1			
430	Language and Culture	SP	3	1	29		32	
		SP	4		2			
443	Anthropology by Women	SP	3	6	18			
Crosslisted with Gender and Womens Studies								
448	Anthropology of Law	SP	3		28		22	SP 2015
450	Illness&Heal-Anthro Perspct	FA	3		2			
		FA	3				12	FA 2014
570	Anthropology and Education	SP	3	1	18		18	
		SU	3		12			
Crosslisted with Education Policy Studies								
606	Ethnicity, Nations&Nationalism	SP	4			3	18	SP 2015
774	Meth-Rsch: Non-Literate Soc	FA	3	3				
Crosslisted with Hebrew (Hebrew and Semitic St)								
917	Global&Transnational Cultures	FA	3			11		
925	Soc-Econ Chng-Underdev Area	SP	3	1		4		SP 2015
Crosslisted with Community & Environmental Soc, Economics, Sociology								
942	Smr-Archaeological Problems - Ancient Urbanism	SP	3			8		SP 2015
	Smr-Archaeological Problems - Arch of Warfare	SP	3	12	2			
	Smr-Archaeological Problems - Theory in Archaeology	SP	3	12	2			

### Appendix 3 - Course List

(All courses 100% international content unless otherwise noted)

Crs No.	Course Title	Term	Crs	'12-'13		'13-'14		Offered 2014-2015
				Gr	UG	Gr	UG	
970	Smr-Anthropology&Education	FA	3			1		
	<i>Crosslisted with Education Policy Studies</i>							
	<b>Art History</b>							
101	Study of Art, Present&Past	FA	4			1		
		SP	4		1			
201	Ancient and Medieval Art	FA	4		103		83	FA 2014
		SP	4		95			
354	Cross-Cult Arts-Atlantc Rim	SP	3	1	51		48	SP 2015
355	History of Photography	FA	3				2	
		SP	3		2			
621	Map & Represent Colonial Space	SP	3	3	1			
	<i>Crosslisted with Languages &amp; Cultures of Asia</i>							
	<b>Asian American Studies</b>							
102	Intro-Comparativ Ethnic Studies	SP	3		11		15	SP 2015
	<i>Crosslisted with Chicana/o &amp; Latina/o Studies, Folklore Program; International Content: 75%</i>							
443	Mutl Perceptns-Racl Minority	FA	3		4	1	3	FA 2014
	<i>Crosslisted with Afro-American Studie; International Content: 75%</i>							
	<b>Atmospheric &amp; Oceanic Sciences</b>							
132	Earth Water:Nat Sci&Hum Use	SP	3	1	28		34	SP 2015
	<i>Crosslisted with Soil Sciences</i>							
171	Global Chg: Atmospheric Iss	FA	3		26			FA 2014
		SP	3		23		34	SP 2015
	<i>Crosslisted with Environmental Studies</i>							
332	Global Warming:Science&Impacts	SP	3		17		29	SP 2015
	<i>Crosslisted with Environmental Studies, Geography</i>							
425	Global Climate Processes	FA	3	2	12	5	21	FA 2014
520	Bioclimatology	SP	3	9	9			
	<i>Crosslisted with Environmental Studies</i>							
	<b>Biological Systems Engineering</b>							
		FA	3	4	45	3	43	FA 2014
367	Renewable Energy Systems	SP	3	2	47	5	52	SP 2015
		SU	3	7	9			
	<i>Crosslisted with Environmental Studies</i>							
	<b>Botany</b>							
123	Plants, Parasites, & People	FA	3		78		96	FA 2014
		SP	3		78		93	SP 2015
	<i>Crosslisted with Plant Pathology</i>							
160	Heredity	FA	3		18		11	FA 2014
	<i>Crosslisted with Genetics, Zoology</i>							
260	Introductory Ecology	FA	3		107		92	FA 2014
		SP	3		75		93	SP 2015
	<i>Crosslisted with Environmental Studies, Zoology; International Content: 50%</i>							
338	Environmental Biogeography	FA	3		6		5	FA 2014
		SP	3				3	SP 2015
	<i>Crosslisted with Geography</i>							
	Special Topics - Agriculture and Conservation	FA	3	12	1			FA 2014
575	Special Topics - Foundations of Evolution	FA	2			11		
	Special Topics - Grad Seminar in Ethnobiology	FA	1	12	1			
	Special Topics - Historical Ecology	SP	2			17	11	

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(All courses 100% international content unless otherwise noted)

Crs No.	Course Title	Term	Crs	'12-'13		'13-'14		Offered 2014-2015
				Gr	UG	Gr	UG	
651	Conservation Biology	SP	3	3	17		6	SP 2015
Crosslisted with Zoology								
Chicana/o & Latina/o Studies								
102	Intro-Comparativ Ethnic Studies	SP	3		20		11	SP 2015
Crosslisted with Asian American Studies; International Content: 75%								
231	Politics:Multi-Cultural Soc	SP	4		22		26	SP 2015
Crosslisted with Political Science; International Content: 75%								
Civil and Environmental Engr								
423	Air Pollutn Measurmnt&Cntrl	SP	3		1	9	7	SP 2015
		SP	3	10	12	9	7	
Communication Arts								
350	Introduction to Film	FA	3		119	2	157	FA 2014
		SP	3		173		128	SP 2015
International Content: 50%								
352	Film History to 1960	FA	3	1	15		17	FA 2014
International Content: 50%								
353	Film History Since 1960	SP	3		51	1	56	SP 2015
International Content: 50%								
374	The Rhetoric of Religion	SP	3		60		62	SP 2015
International Content: 50%								
Crosslisted with Religious Studies								
458	Global Media Cultures	FA	3				25	
		SP	3		24			
469	Interdis Studies in the Arts	SP	4		7			
International Content: 50%								
470	Contemp Political Discourse	FA	3	3	40		48	FA 2014
International Content: 50%								
557	Contemporary Media Industries	SP	3	5	18		47	FA 2014
610	Topics-Rhetoric&Pub Address - Freedom of Speech-Global Persp	SP	3			1	28	SP 2015
	Topics-Rhetoric&Pub Address - Intercultural Com & Rhetoric	FA	3			1	52	
	Topics-Rhetoric&Pub Address - Rhetoric of Globalization	SP	3	9	60			
	Topics-Rhetoric&Pub Address - Rhetoric of Social Movements	FA	3	14	24			
613	Special Topics in Film	FA	3		6		6	FA 2014
		SP	3		16			SP 2015
		SU	3		10			
		SP	3	11	34			
International Content: 50%								
903	Media&Cultural Studies Colloq	FA	1	17		17		FA 2014
		SP	1	17		18		SP 2015
International Content: 50%								
940	Smr:Media, Culture, Pub Sphere	FA	3	11				
International Content: 50%								
950	Smr-Radio-Tv-Film	FA	3	16		28	1	FA 2014
		SP	3	8		21	1	SP 2015
International Content: 50%								
Community & Environmental Soc								
140	Intro-Community & Envir Soc	FA	3		64		40	FA 2014

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### Appendix 3 - Course List

(All courses 100% international content unless otherwise noted)

Crs No.	Course Title	Term	Crs	'12-'13		'13-'14		Offered 2014-2015
				Gr	UG	Gr	UG	
140	Intro Community & Environ Soc	SP	3		49		35	SP 2015
	Crosslisted with Sociology; International Content: 75%							
222	Food, Culture, and Society	FA	3		19		21	
		SP	3		2			
	Crosslisted with Sociology							
230	Ag&Soc Change-Western Hist	FA	3				63	FA 2014
		SP	3	1	64			
	Crosslisted with History of Science							
248	Envir, Nat Resources & Society	SP	3		32		55	FA 2014
	Crosslisted with Forest and Wildlife Ecology, Sociology							
		FA	4		2		4	FA 2014
		SP	4		4			SP 2015
	Special Topics	SP	1			1	19	
		SP	2			1	19	
375		SP	1				26	
		SP	2				26	
	Special Topics - Expertise and Democracy	FA	4	1	4			
	Special Topics - Sustainability, Democracy & Ed	SP	3		42	1	45	
	Special Topics - Sustnbly in Globalized World	SP	4		42			
	Special Topics - Think Globally, Act Locally	SP	4		42			
380	Contemp Populatn Probs-Honors	FA	3		2			
	Crosslisted with Population and Health Sciences, Sociology							
434	People, Wildlife & Landscapes	FA	3				11	FA 2014
	Crosslisted with Environmental Studies, Geography							
540	Soc-Int'l Dev, Envir&Sustain	FA	3			1	19	FA 2014
		SP	3	1	28		23	SP 2015
	Crosslisted with Environmental Studies, Sociology							
617	Community Development	FA	3			2	20	SP 2015
	Crosslisted with Sociology, Urban and Regional Planning; International Content: 50%							
623	Gender, Society & Politics	SP	3	1	4		3	SP 2015
	Crosslisted with Sociology; International Content: 50%							
630	Soc:Devlp Societies/3rd Wld	FA	3	1	11		4	FA 2014
		SP	3		9		7	SP 2015
	Crosslisted with Sociology							
748	Environmental Sociology	FA	3		6			
	Crosslisted with Sociology							
925	Soc-Econ Chng-Underdev Area	SP	3	1		2		SP 2015
	Crosslisted with Anthropology, Economics, Sociology							
940	Smr: Sociol-Econ Change	FA	3	2		1		FA 2014
	Crosslisted with Sociology							
Comparative Literature								
202	Intro to Mod & Contemp Lit	FA	3				64	FA 2014
		SP	3		107		106	SP 2015
466	Literature , Media, the Arts - After Nationalism?	SP	3	2	14			FA 2014
	Literature , Media, the Arts - Cinema at the End of the World	FA	3	3	40			

### Appendix 3 - Course List

(All courses 100% international content unless otherwise noted)

Crs No.	Course Title	Term	Crs	'12-'13		'13-'14		Offered 2014-2015
				Gr	UG	Gr	UG	
Consumer Science								
562	International Retailing	FA	3				28	FA 2014
Curriculum and Instruction								
	General Seminar - Bilingualism and Biliteracy	FA	3	57	8			FA 2014
	General Seminar - Earth Systems - Elementary	SU	2	1				
	General Seminar - Earth Systems: Session 1	SU	2	1				
675	General Seminar - Environmental & Sustain Educ	SP	3	62				
	General Seminar - Global/Local Concepts Literacy	FA	3	57	8			
	General Seminar - P.Friere & Ed For Social Just	SU	3	17				
	General Seminar - Teach/Learning in Borderlands	FA	3	57	8			
677	Education, Health & Sexuality	SP	3		4			
Crosslisted with Education Policy Studies; International Content: 50%								
	General Seminar - Cult-Hist Persps on Learning	FA	3			53	1	
	General Seminar - Environmental & Sustain Educ	SP	3			58		
975	General Seminar - Global & Local Literacy	FA	3			53	1	
	General Seminar - Global Flows Language & School	FA	3	64				
	General Seminar - Identity and Learning	SP	3			58		
	General Seminar - Transnational & Comp Curr Inqu	FA	3	64				
Dairy Science								
370	Livestck Prod&Hlth-Ag Dvlpm	FA	3		1			FA 2014
Crosslisted with Dairy Science, Animal Sciences								
Dance								
165	World Dance Cultures	FA	3	1	25		21	FA 2014
		SU	3		8			
Design Studies								
642	Taste	FA	3	3	1	9	1	
International Content: 50%								
E Asian Languages & Literature								
		FA	6		105	2	85	FA 2014
101	First Semester Chinese	SP	6		2			
		SU	6		1			
		SU	6		6			SP 2015
102	Second Semester Chinese	SP	6		84	2	72	
		FA	3		2		2	SP 2015
121	Elementary Chinese	SP	3	2	58	1	52	
		FA	3		22	1	24	FA 2014
122	Elementary Chinese	SP	3		1			
		SU	3		3			
		SU	6		20			FA 2014
201	Third Semester Chinese	FA	6		56		51	
		SU	6		17			SP 2015
202	Fourth Semester Chinese	SP	6		48		44	
273	Religion-Hist&Culture: East	FA	3		11		13	
Crosslisted with Languages & Cultures of Asia, Religious Studies								
301	Fifth Semester Chinese	FA	4	1	49		41	FA 2014
		SU	4		11			
		FA	4		2			SP 2015
302	Sixth Semester Chinese	SP	4	1	39		33	
		SU	4		11			

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(All courses 100% international content unless otherwise noted)

Crs No.	Course Title	Term	Crs	'12-'13		'13-'14		Offered 2014-2015
				Gr	UG	Gr	UG	
311	First Semester Chinese	FA	6				1	FA 2014
312	Second Semester Chinese	SP	6			1		SP 2015
317	Third Semester Chinese	FA	6		1			FA 2014
318	Fourth Semester Chinese	SP	6		2		1	SP 2015
321	1st Yr Classical Chinese	FA	4		26		26	FA 2014
		SU	4		5			
322	1st Yr Classical Chinese	SP	4		29	1	24	SP 2015
		SU	4		5			
		FA	3	1	17		14	FA 2014
333	Chinese Conversation	SP	3		1			
		SU	3		3			
341	Classic Chinese-Non-Majors	FA	4	4	29			
342		SP	4	3	19			
351	Survey of Chinese Literature	FA	3		22	1	27	FA 2014
352	Survey-Chinese Literature	SP	3		23		15	SP 2015
		FA	3		1			SP 2015
379	Business Chinese	SP	3		20		19	
		SU	3		10			
401	Seventh Semester Chinese	FA	3		15	1	16	FA 2014
		SP	3		2			
402	Eighth Semester Chinese	FA	4		2			SP 2015
		SP	3		14		9	
431	Intro to Chinese Linguistics	FA	3	2	10	5	17	FA 2014
		SU	3		6			
432	Intro to Chinese Ling	SP	3	1	19	6	35	SP 2015
501	Fifth-year Chinese	FA	3	1	5			
		SP	3		1			
571	Rdgs-Classical Chinese Lit	FA	3	7	2			
651	History-Chinese Literature	SP	3	5	1			
652	History-Chinese Literature	SP	3			10		SP 2015
<b>East Asian Area Studies</b>								
		FA	3		6		1	FA 2014
300	Humanities Topics in EAS	SP	3		4			SP 2015
		SU	3		2			
	Social Studies Topics in EAS	FA	3		8		2	FA 2014
	Social Studies Topics in EAS	SP	3	1	21		12	SP 2015
301	Social Studies Topics in EAS	SU	3		8			
	Social Studies Topics in EAS - Global Asian Pop. Culture	SP	3				77	
	Social Studies Topics in EAS - Islam in China: Muslim Identity	SP	3		92			
<b>Economics</b>								
343	Environmental Economics	FA	4			2	57	FA 2014
		SP	4	1	115		94	SP 2015
<i>Crosslisted with Agricultural &amp; Applied Econ, Environmental Studies; International Content: 75%</i>								
364	Survey-Internatl Economics	FA	4	1	34		32	FA 2014
		SP	4		12			
365	Issues-Comparative Economics	FA	3				1	



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(All courses 100% international content unless otherwise noted)

Crs No.	Course Title	Term	Crs	'12-'13		'13-'14		Offered 2014-2015
				Gr	UG	Gr	UG	
420	Urban & Regional Economics	FA	3	18		31		FA 2014
		SP	3	18		11		SP 2015
<i>Crosslisted with Real Estate and Urban Land Economics, Urban and Regional Planning; International Content: 75%</i>								
449	Gov & Natural Resources	SU	3	25				FA 2014
<i>Crosslisted with Environmental Studies, Political Sciences, Urban and Regional Planning; International Content: 75%</i>								
		FA	4	2	108	214		
464	Internatl Trade & Finance	SP	4	1	96	2	103	SP 2015
		SU	3	1	32			
467	Intl Industrial Organizations	FA	4	77		89		FA 2014
474	Econ Probs-Developing Areas	FA	3	2				SP 2015
		SP	3	42	1	34		
<i>Crosslisted with Agricultural and Applied Economics</i>								
475	Economics of Growth	FA	4			1		SP 2015
		SP	3	22	1	24		
<i>International Content: 75%</i>								
663	Population and Society	FA	3	11		9		FA 2014
		SP	3			14		SP 2015
<i>Crosslisted with Sociology; International Content: 75%</i>								
671	Energy Economics	FA	3	3	14	2	10	FA 2014
		SP	3	3	16	2	8	SP 2015
<i>&amp; Applied Economics, Environmental Studies, Transportation &amp; Public Utilities, Urban &amp; Regional Planning; Internatic</i>								
871	Adv International Economics	FA	3	10		9		FA 2014
872	Adv International Economics	SP	3	9		8		SP 2015
925	Soc-Econ Chng-Underdev Area	SP	3	1				SP 2015
<i>Crosslisted with Anthropology, Community and Environmental Sociology, Sociology</i>								
977	Wrkshp-Internatl Economics	FA	7	12		16		FA 2014
978	Wrkshp-Internatl Economics	SP	7	13		18		SP 2015
<b>Educational Policy Studies</b>								
		FA	3	99		116		FA 2014
300	School and Society	SP	3	57		87		SP 2015
		SU	3	1	13			
<i>International Content: 75%</i>								
		FA	3	32		33		FA 2014
335	Globalization and Education	SP	3	2	24	23		SP 2015
		SU	3	1	14			
<i>Crosslisted with International Studies</i>								
340	Comparative Education	FA	3			1		FA 2014
		FA	3			2	17	FA 2014
570	Anthropology and Education	SP	3	1	18	2	14	
		SU	3	1	8			
<i>Crosslisted with Anthropology; International Content: 75%</i>								
	Problems in Educ Pol	FA	3			2		SP 2015
	Problems in Educ Pol - Colonialism & Schools	SP	3	13	31			
	Problems in Educ Pol - Edu & Global Sustainability	SP	3			10	18	
600	Problems in Educ Pol - Education for Global Change	FA	3			30	71	
	Problems in Educ Pol - Global Higher Education	FA	3			30	71	
	Problems in Educ Pol - Global Poverty and Education	FA	3			30	71	
	Problems in Educ Pol - Sustainability & Global Ed	SP	3	13	31			
648	Sociology of Education	FA	3	4	8			FA 2014

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(All courses 100% international content unless otherwise noted)

Crs No.	Course Title	Term	Crs	'12-'13		'13-'14		Offered 2014-2015
				Gr	UG	Gr	UG	
676	Sociology of Education	SP	3	8	10	6	6	
	<i>Crosslisted with Sociology</i>							
675	Intro to Comparitv & Intl Educ	SP	3	10	8			
677	Education, Health & Sexuality	SP	3	10	7			
	<i>Crosslisted with Curriculum &amp; Instruction; International Content: 50%</i>							
760	Ed in Develop Societies	SP	3			19	2	
	Special Topics in Educ Policy - Global Higher Ed & Soft Power	SP	3			58	1	SP 2015
780	Special Topics in Educ Policy - Global Studies in Higher Ed	FA	3	15	1			FA 2014
	Special Topics in Educ Policy - Political Economy & Education	SP	3			58	1	SP 2015
805	Gender Issues-Intl Educ Policy	SU	3	9				
	<i>Crosslisted with La Follette School of Public Affairs, Womens Studies</i>							
962	Cross Natl Studies-Ed Probs	FA	3	11				FA 2014
970	Smr-Anthropology&Education	FA	3			15		SP 2015
	<i>Crosslisted with Anthropology; International Content: 75%</i>							
<b>English</b>								
250	Women in Literature	FA	3		1			
		SP	3		3			
	<i>International Content: 50%</i>							
332	Global Spread of English	SP	3	12	20			
524	Indian Writers Abroad	SP	3		2			
	<i>Crosslisted with Languages and Cultures of Asia</i>							
868	World/Postcolonial Lit-English - Global Modernisms	FA	3	21				
	World/Postcolonial Lit-English - Postcolonial Cultural Studies	SP	3			27		
<b>Entomology</b>								
203	Introduction to Global Health	FA	3		13		21	FA 2014
	<i>Crosslisted with Agronomy, Nutritional Sciences</i>							
371	Medical Entomology	SP	3	1	15			
	<i>Crosslisted with Zoology; International Content: 50%</i>							
<b>Envir St - Gaylord Nelson Inst</b>								
101	Forum on the Environment	FA	2				1	SP 2015
		SP	2	1	112		119	
	<i>Crosslisted with Soil Science</i>							
106	Environmental Geology	FA	3		62		48	FA 2014
		SP	3		26		38	SP 2015
	<i>Crosslisted with Geoscience</i>							
112	Envir St-Social Perspective	SP	3		208		192	SP 2015
113	Envr St-Humanistic Perspctv	FA	3		225	1	175	FA 2014
		FA	3		115		99	FA 2014
120	Global Phys Environments	SP	3		84		70	SP 2015
		SU	3		10			
	<i>Crosslisted with Geography</i>							
127	Physical Systems of Envr	FA	5		23		18	FA 2014
	<i>Crosslisted with Geography</i>							
139	Resources and People	FA	4		26		46	FA 2014
		SP	4		47		31	SP 2015
	<i>Crosslisted with Geography</i>							

### Appendix 3 - Course List

(All courses 100% international content unless otherwise noted)

Crs No.	Course Title	Term	Crs	'12-'13		'13-'14		Offered 2014-2015
				Gr	UG	Gr	UG	
171	Global Chg: Atmospheric Iss	FA	3		14			FA 2014
		SP	3		17		7	SP 2015
	<i>Crosslisted with Atmospheric and Oceanic Sciences</i>							
200	Topics-Environmental Studies	FA	4		3			
		SP	4		1			
244	Environment&Global Economy	SP	3				16	SP 2015
	<i>Crosslisted with Agricultural &amp; Applied Econ</i>							
260	Introductory Ecology	FA	3		44		37	FA 2014
		SP	3		44		50	SP 2015
	<i>Crosslisted with Botany, Zoology</i>							
309	People, Land and Food	FA	3			1	44	
	<i>Crosslisted with Geography</i>							
332	Global Warming:Science&Impacts	SP	3	4	32	1	31	SP 2015
	<i>Crosslisted with Atmospheric &amp; Oceanic Sciences, Geography</i>							
339	Environmental Conservation	FA	4	1	129	3	124	FA 2014
		SP	4	1	108		88	SP 2015
	<i>Crosslisted with Geography</i>							
343	Environmental Economics	FA	4	4	21	7	15	FA 2014
		SP	4	3	28	1	18	SP 2015
	<i>Crosslisted with Agricultural and Applied Economics, Economics</i>							
344	Environment&Global Economy	SP	3		33			
	<i>Crosslisted with Agricultural and Applied Economics</i>							
360	Extinction of Species	FA	3		64	1	52	FA 2014
		SU	3		12			
	<i>Crosslisted with Forest and Wildlife Ecology, Zoology</i>							
367	Renewable Energy Systems	FA	3	3	22	4	16	FA 2014
		SP	3	4	24		17	
		SU	3	2	3			
	<i>Crosslisted with Biological Systems Engineering</i>							
368	Envr Law, Toxic Subst&Consv	SP	2	4	76			
	<i>Crosslisted with Molecular and Environmental Tox, Plant Pathology</i>							
400	Topics: Biol Aspects-Envir St	FA	4		1		1	
		SP	4		2			
		SU	4		1			
434	People, Wildlife & Landscapes	FA	3			2	15	FA 2014
	<i>Crosslisted with Community &amp; Environmental Soc, Geography</i>							
441	Environmental Ethics	FA	4		36			FA 2014
	<i>Crosslisted with Philosophy</i>							
449	Gov & Natural Resources	FA	4				2	
		SP	4		2			
		SU	3	3	3			
	<i>Crosslisted with Economics, Political Sciences, Urban and Regional Planning</i>							
471	Intro-Environmental Health	SP	3	6	93	3	64	SP 2015
	<i>Crosslisted with Population and Health Sciences</i>							
520	Bioclimatology	SP	3	2	1			
	<i>Crosslisted with Atmospheric &amp; Oceanic Sciences</i>							
537	Culture and Environment	FA	4			2	7	

### Appendix 3 - Course List

(All courses 100% international content unless otherwise noted)

Crs No.	Course Title	Term	Crs	'12-'13		'13-'14		Offered 2014-2015
				Gr	UG	Gr	UG	
540	Soc-Int'l Dev, Envir&Sustain	FA	3			1	5	FA 2014
		SP	3	1	4		2	SP 2015
Crosslisted with Community & Environmental Sociology, Sociology								
		FA	3		40			FA 2014
	Envir Studies Cert Seminar	SP	3	1	71			SP 2015
600		SU	3		7			
		FA	3				120	
	Envir Studies Major Capstone	SP	3			1	86	
		FA	3		1			SP 2015
651	Conservation Biology	SP	3	7	17	4	10	
		SU	3		1			
Crosslisted with Botany, Forest & Wildlife Ecology, Zoology								
671	Energy Economics	FA	3	1	4	5		FA 2014
		SP	3	7			3	SP 2015
slisted with Agricultural and Applied Economics, Economics, Transportation & Public Utilities, Urban & Regional Plan								
740	Hlth Impact of Global Envr Chg	SP	3	7		6		SP 2015
Crosslisted with Population and Health Sciences								
821	Rsrce Pol Iss:Regional&Natl	FA	3	7				
Crosslisted with Urban & Regional Planning								
866	Global Environmentl Governance	SP	3	14		9		SP 2015
Crosslisted with La Follette School of Public Affairs, Political Sciences								
	Seminar - Land Use-Land Cover Change	SP	3	67	11	50	3	
900		FA	3			10		
	Seminar - Sust Develpt & Int Perspctiv	SP	3	67	11	50	3	
Finance, Investment & Banking								
445	Multinational Bus Finance	FA	3	7	24		14	FA 2014
		SP	3	2	40	2	18	SP 2015
Crosslisted with International Business								
745	Multinational Bus Finance	FA	3			35		FA 2014
		SP	3	20		71		SP 2015
Crosslisted with International Business								
Folklore Program								
102	Intro-Comparatv Ethnic Studies	SP	3		3		16	SP 2015
Crosslisted with Asian American Studies, Chicana/o & Latina/o Studies; International Content: 75%								
		FA	2		20		24	FA 2014
103	Intro-Mus Cult of the World	SP	2		24		28	SP 2015
	Intro-Mus Cult of the World - Oceania, Africa, N Amer, Asia	SU	2		9			
Crosslisted with Music								
352	Shamanism	FA	3			2	59	FA 2014
Crosslisted with Religious Studies								
515	Prosem-Ethnomusicology	FA	3	1				
Crosslisted with Music								
	Topics in Folklore	SP	3		3			SP 2015
530	Topics in Folklore - Cultrl Landscape Conservation	SP	3	3	7			
Forest and Wildlife Ecology								
248	Envir, Nat Resources & Society	SP	3		14		11	FA 2014
Crosslisted with Community & Environmental Sociology, Sociology; International Content: 75%								

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(All courses 100% international content unless otherwise noted)

Crs No.	Course Title	Term	Crs	'12-'13		'13-'14		Offered 2014-2015
				Gr	UG	Gr	UG	
360	Extinction of Species	FA	3	1	74		70	FA 2014
		SU	3	1	7			
Crosslisted with Environmental Studies, Zoology								
651	Conservation Biology	SP	3	3	5	1	1	SP 2015
Crosslisted with Botany, Environmental Studies, Zoology								
Gender and Womens Studies								
101	Gender, Women & Cultural Rep	FA	3		163		168	SP 2015
		SP	3	1	118		156	
International Content: 50%								
102	Gender, Women & Society-Global	FA	3		108		115	FA 2014
		SP	3		109		36	
		FA	3		3		4	FA 2014
320	Topics-Gender, Women & Society	SP	3		15			SP 2015
		SU	3		1			
International Content: 50%								
325	Global Feminisms	FA	3			1	26	
		SP	3	1	34			
420	Women:Cross-Soc Perspective	FA	3	1	33		35	FA 2014
424	Women's Intl Human Rights	FA	3	2	43		37	FA 2014
443	Anthropology by Women	SP	3		14			SP 2015
Crosslisted with Anthropology								
533	Spec Topics-Women & Health - Global Wmns Health & Human Rts	SP	3		48	2	104	SP 2015
	Spec Topics-Women & Health - Race, Gndr, Sexuality, Envrnmt	SP	3			2	104	
643	Women&Politics-Global Context	SP	3				11	FA 2014
Crosslisted with Political Science								
644	Internatnl Developmnt & Gender	SP	3	2	5			
Crosslisted with Urban & Regional Planning								
General Business								
320	Intercultural Communctn in Bus	FA	3		3		6	FA 2014
		SP	3		2		3	SP 2015
Crosslisted with International Business; International Content: 75%								
Genetics								
160	Heredity	FA	3		85		94	FA 2014
Crosslisted with Botany, Zoology; International Content: 50%								
Geography								
101	Intro to Human Geography	FA	4		181		143	FA 2014
		SP	4		144		94	SP 2015
		FA	3		175		176	FA 2014
120	Global Phys Environments	SP	3		173		116	SP 2015
		SU	3		21			
Crosslisted with Environmental Studies								
127	Physical Systems of Envr	FA	5		23		18	FA 2014
		SP	5		1			
Crosslisted with Environmental Studies								

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(All courses 100% international content unless otherwise noted)

Crs No.	Course Title	Term	Crs	'12-'13		'13-'14		Offered 2014-2015
				Gr	UG	Gr	UG	
139	Resources and People	FA	3 to 4		53		27	FA 2014
		SP	4		22		51	SP 2015
	<i>Crosslisted with Environmental Studies</i>							
302	Econ Geog: Locational Behav	FA	4		1			
303	Human Role-Changing Earth	SP	3		2			
		FA	4		39		49	FA 2014
305	Introduction to the City	SP	4		62	1	53	SP 2015
		SU	4		3			
	<i>Crosslisted with Urban &amp; Regional Planning</i>							
309	People, Land and Food	FA	3		4	1	25	SP 2015
		SP	3		4			
	<i>Crosslisted with Environmental Studies</i>							
318	Introduction to Geopolitics	FA	3		1		1	FA 2014
		SP	3			1	46	
319	Envrnmntl Eval & Adaptation	SP	3		1			
332	Global Warming:Science&Impacts	SP	3	1	21		48	SP 2015
	<i>Crosslisted with Atmospheric &amp; Oceanic Sciences, Environmental Studies</i>							
338	Environmental Biogeography	FA	3	3	23	1	24	FA 2014
		SP	3		2	3	23	
	<i>Crosslisted with Botany</i>							
339	Environmental Conservation	FA	4	1	72		59	FA 2014
		SP	4		79		67	SP 2015
		SU	4		1			
	<i>Crosslisted with Environmental Studies</i>							
340	World Regions in Global Contxt	FA	3		187	3	165	FA 2014
		SP	3	4	177	3	161	SP 2015
		SU	3	1	117			
352	Middle East & North Africa		3		1			
358	China and Southeast Asia	SP	3			1	14	
		FA	3			1	10	FA 2014
434	People, Wildlife & Landscapes	SP	3		1			
		SU	3		1			
	<i>Crosslisted with Community &amp; Environmental Sociology,</i>							
510	Economic Geography	FA	4				1	
		SP	4	2	18		8	
537	Culture and Environment	FA	4			4	11	SP 2015
		SU	4		1			
	<i>Crosslisted with Environmental Studies</i>							
675	Special Topics in Geography	SP	3		1			
	Special Topics in Geography - Techno-Biological Change	FA	3	1				
901	Seminar-Cultural Geography - Approaches to the City	SP	3	18	1			
	Seminar-Cultural Geography - Feminist Geographies	SP	3			10		
<b>Geoscience</b>								
106	Environmental Geology	FA	3		73		96	FA 2014
		SP	3		73		82	SP 2015
	<i>Crosslisted with Environmental Studies</i>							
115	Sci Behind News-Wrld Around Us	SP	1	2	139		137	SP 2015

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(All courses 100% international content unless otherwise noted)

Crs No.	Course Title	Term	Crs	'12-'13		'13-'14		Offered 2014- 2015
				Gr	UG	Gr	UG	
Hebrew (Hebrew and Semitic St)								
211	Introduction to Judaism	FA	4		11		5	FA 2014
		SP	4		1			
Crosslisted with Jewish Studies, Religious Studies								
History								
120	Europe&Mod World 1815-On	FA	4		166		148	FA 2014
		FA	3		3			
225	Exploration-3rd World Hist (H)	SP	3		5			
		SU	3		3			
229	Transnational/Comp Hstry (Hum)	SP	3		1			FA 2014
278	Africans in Americas 1492-1808	SP	4				68	SP 2015
283	Intermed Hon Smr-Study Hist(H)	FA	3		13			FA 2014
		SP	3		4		1	SP 2015
309	Crusades: Christianity & Islam	FA	4	1	53		61	FA 2014
Crosslisted with Medieval Studies, Religious Studies								
347	The Caribbean & its Diasporas	SP	3		32		26	SP 2015
Crosslisted with Afro-American Studies								
357	The Second World War	FA	4				73	
392	Women in History	FA	4		1			
471	Contemporary Societies	FA	4		1		1	
		SP	4		1			
500	Reading Seminar in History - Colonialism: S. Asia & Africa	FA	3	4	6			
	Reading Seminar in History - Religion & the Enlightenment	SP	3	6	11			
	Advanced Seminar in History - CIA Covert Wars&US Foreign Pol	SP	3	3	139	1	123	
	Advanced Seminar in History - City/Pblc Sphere/Min Ids.	SP	3	3	139			
	Advanced Seminar in History - Early Modern Cities	FA	3				145	
	Advanced Seminar in History - Genocide,Justice&Human Rights	SP	3			1	145	
600	Advanced Seminar in History - Globalization	FA	3				145	
	Advanced Seminar in History - Humanizing the Modern World	SP	3	3	139			
	Advanced Seminar in History - Old Worlds and New Worlds	FA	3	1	133			
	Advanced Seminar in History - Race & Gender: Atlantic World	SP	3	3	139			
607	Amer Abroad-Hist Dimension	FA	3				1	
701	History in Global Perspective	FA	1	19		21		FA 2014
705	Topics in Global History	FA	3			6		FA 2014
		SP	3	9		3		SP 2015
774	Meth-Rsch: Non-Literate Soc	FA	3	6				
Crosslisted with Anthropology								
943	Race & Nationalism	FA	3	5				
952	Sem in Comparative History	SP	3	8				FA 2014
History of Science								
202	Making of Modern Science	SP	3		66		77	SP 2015
		SP	3		66		77	

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(All courses 100% international content unless otherwise noted)

Crs No.	Course Title	Term	Crs	'12-'13		'13-'14		Offered 2014-2015
				Gr	UG	Gr	UG	
230	Ag&Soc Change-Western Hist	FA	3				16	FA 2014
		SP	3		14			
	Crosslisted with Community & Environmental Soc							
337	History of Technology	FA	3	4	23		23	FA 2014
	Spec Topics-Hist of Science - Biology & Society, 1950-Today	SP	3			2	30	
350	Spec Topics-Hist of Science - History of Climate Science	FA	3			2	9	FA 2014
	Spec Topics-Hist of Science - Intl Rel & Env in 20th Century	FA	3	1	22			
553	Internl Hlth & Global Society	FA	3		51			FA 2014
	Crosslisted with Medical History and Bioethics, Population and Health Sciences							
668	Topics in History of Med - Health, Disease & Medicine	SP	3	1	6			
	Crosslisted with Medical History and Bioethics							
919	Grad Studies-Medical Hist - Global Disease Eradication	FA	3			4		FA 2014
Integrated Liberal Studies								
202	W Culture:Sci,Tech,Phil II	FA	3		71			SP 2015
		SP	3		126		146	
203	West Culture:Lit&The Arts I	FA	3		177		138	FA 2014
204	West Cult: Lit&The Arts II	SP	3		106			SP 2015
205	W Cult:Pol,Econ&Soc Thght I	FA	3		115		73	FA 2014
206	W Cul:Pol,Econ&Soc Thght II	SP	3		71		53	SP 2015
209	Intro to Global Cultures	FA	3		232	1	224	
234	Genres-Westrn Relig Writing	SP	3		11		11	SP 2015
	Crosslisted with Religious Studies							
271	PreCoperncn Astrn-Crosscltr	SP	3		13			
401	Global Culture Capstone Smr	SP	3		41		43	
Interdis Courses (Engr)								
413	Current Issues in Intl Engr	FA	1		16		20	FA 2014
		SP	1		17		16	SP 2015
Interdis Courses (C A L S)								
350	World Hunger & Malnutrition	SP	3	1	1		3	SP 2015
	Crosslisted with Agricultural and Applied Economics, Agronomy, Nutritional Sciences							
International Business								
200	International Business	FA	3		203		225	FA 2014
		SP	3		179		125	SP 2015
		SU	3		16			
320	Intercultural Communctn in Bus	FA	3	1	21		24	FA 2014
		SP	3	1	24		36	SP 2015
	Crosslisted with General Business							
365	Contemporary Topics	FA	3		11		9	FA 2014
		SP	3		40			SP 2015
		SU	3		22			
365	Contemporary Topics - International Perspectives	FA	1		137		137	
		SP	1		51		46	
	Contemporary Topics - International Perspectives	FA	3				9	
403	Global Issues in Management	FA	3		2	1	17	FA 2014
		SP	3		14		8	SP 2015
	Crosslisted with Management and Human Resources							



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(All courses 100% international content unless otherwise noted)

Crs No.	Course Title	Term	Crs	'12-'13		'13-'14		Offered 2014-2015	
				Gr	UG	Gr	UG		
420	Global Marketing Strategy	FA	3		12		4	FA 2014	
		SP	3		14		5	SP 2015	
		SU	3		1				
Crosslisted with Marketing									
445	Multinational Bus Finance	FA	3		3		4	FA 2014	
		SP	3		3		1	SP 2015	
Crosslisted with Finance, Investment and Banking									
615	Business in Emerging Markets	SP	3		3				
745	Multinational Bus Finance	FA	3				1	FA 2014	
		SP	3		2			SP 2015	
Crosslisted with Finance, Investment and Banking									
765	Contemporary Topics - Global Business Project	SP	3				7		
	Contemporary Topics - Global Business Projects Abroad	SP	3		5		7		
International Studies									
101	Intro to International Studies	FA	4		378		370	FA 2014	
		SP	4		67		60	SP 2015	
Partially supported with NRC funds									
212	WIScholars:Wi Intntl Schlr Smr	FA	1				15	FA 2014	
		SP	1		5		5	SP 2015	
	Internl Learning Community Smr - Arabic Language and Culture	FA	1				86	FA 2014	
		SP	1		94			SP 2015	
	Internl Learning Community Smr - Contemp Issues in Arab World	FA	1		125			FA 2014	
		SP	1		84			SP 2015	
	Internl Learning Community Smr - Global Youth	FA	1		125		86	FA 2014	
		SP	1		84			SP 2015	
	Internl Learning Community Smr - International Films	FA	1		84		63	FA 2014	
		SP	1				63	SP 2015	
310	Internl Learning Community Smr - International Leadership	FA	1				63	FA 2014	
		SP	1					SP 2015	
	Internl Learning Community Smr - Mod Arab Vws/Practs: Film/Song	FA	1				63	FA 2014	
		SP	1					SP 2015	
	Internl Learning Community Smr - Portuguese-Speaking World II	FA	1		125		86	FA 2014	
		SP	1		84		63	SP 2015	
	Internl Learning Community Smr - Religions of the World	FA	1		125		86	FA 2014	
		SP	1		84		63	SP 2015	
	Internl Learning Community Smr - Social Theory & Theories	FA	1		125		86	FA 2014	
		SP	1					SP 2015	
	Internl Learning Community Smr - The Portuguese-Speaking World	FA	1				86	FA 2014	
		SP	1					SP 2015	
	Internl Learning Community Smr - WIScholars Seminar	FA	1		125			FA 2014	
		SP	1					SP 2015	
318	Comparative Study of Genocide	FA	4				47		
Crosslisted with Political Science									
320	Contemporary Issues-Intl St	FA	4				7	SP 2015	
		SP	4		6				
		SU	4		2	19			
	Contemporary Issues-Intl St - IS Career Seminar	FA	1		12				
		SP	1						
322	DC Sem:Intl Affrs Intrshp Smr	FA	4		11		13	FA 2014	
		FA	3		6		7	FA 2014	
335	Globalization and Education	SP	3		1	6	1	7	SP 2015
		SU	3			1			
Crosslisted with Education Policy Studies									
373	Globalizatn, Poverty&Develpmnt	SP	3				22	SP 2015	

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(All courses 100% international content unless otherwise noted)

Crs No.	Course Title	Term	Crs	'12-'13		'13-'14		Offered 2014-2015
				Gr	UG	Gr	UG	
Crosslisted with Agricultural and Applied Economics								
374	Growth&Develpmt Global Econ	FA	3		15	1	29	FA 2014
Crosslisted with Agricultural and Applied Economics								
401	Topics in Global Security - Food&Water in Globalization	SP	3			2	32	FA 2014
	Topics in Global Security - From Castro to Chiapas	SP	4	1	15			SP 2015
402	Politics&Policy in Globl Econ - Global Poverty and Inequality	FA	4		87			SP 2015
		SP	4		67		147	
501	Stdy Abrd Tpcs:Global Security	FA	6		5		1	
		SP	6		3			
502	Stdy Abrd Tpcs:Global Econ	FA	6		1		2	
		SP	6		7			
503	Stdy Abrd Tpcs: Global Culture	FA	6		2		1	
		SP	6		4			
520	Stdy Abrd Tpcs: IS	SP	6		4			SP 2015
		FA	3		11		10	
523	International Internship	SP	3		13			
		SU	3		22			
601	Topics in Global Security - Human Security	FA	3				15	FA 2014
		SP	3	3	8			
602	Politics&Policy in Global Econ - Econ & Soc in Contemp. India	FA	3			2	13	
		SP	3		11			
603	Topics:Culture-Age of Globlzn - Cultures of Soccer	SP	3				12	SP 2015
		SP	3		15			
620	Topics-International Studies -Global Social Networks	SP	3		21			SP 2015
622	DC Sem:Intl Affrs Intrshp Smr	FA	4		11		13	FA 2014
667	Contentious Politics	SP	3				9	
Crosslisted with Political Science								
681	Senior Honors Thesis	SP	3				1	SP 2015
682	Senior Honors Thesis	SP	3		1			
720	Global Studies Seminar - Rhetoric of Globalization	SP	3	5				FA 2014
Partially supported with NRC funds								
Jewish Studies								
211	Introduction to Judaism	FA	4		80		23	FA 2014
Crosslisted with Hebrew (Hebrew & Semitic St, Religious Studies)								
Journ and Mass Communication								
176	Spec Topics in Mass Comm	FA	3				1	FA 2014
		SP	3		2			
176	Spec Topics in Mass Comm - Media & Globalization	SP	3		70			
		FA	3				53	
201	Intro to Mass Communication	FA	4		345		340	FA 2014
		SP	4		357		367	SP 2015
International Content: 50%								
617	Hlth Communication-Info Age	SP	3			4	14	SP 2015
Crosslisted with Life Sciences Communication; International Content: 50%								
620	International Communication	FA	4	1	40		21	SP 2015
		SP	4		21		28	
621	Mass Com-Developing Nations	SP	4				43	FA 2014
		FA	4		7		4	FA 2014

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(All courses 100% international content unless otherwise noted)

Crs No.	Course Title	Term	Crs	'12-'13		'13-'14		Offered 2014-2015
				Gr	UG	Gr	UG	
676	Topics-Mass Communication	SP	4		33		20	SP 2015
		SU	4		2			
	<i>International Content: 50%</i>							
830	Internatnl/Develpmnt Commun	FA	3			8		
	<b>LaFollette School Pub Affairs</b>							
850	International Governance	FA	3	15	6	15	1	FA 2014
854	Macroecon Pol & Int'l Fin Reg	SP	3	14	1			FA 2014
856	Trade, Competition&Governance	SP	3	6	3			
	<i>International Content: 50%</i>							
857	Pol Econ-Corruptn&Good Governc	FA	3	9	2			SP 2015
		SP	3			14	1	
860	Workshop-Int'l Public Affairs	SP	3	18		13		SP 2015
866	Global Environmentl Governance	SP	3	7		7	1	SP 2015
	<i>Crosslisted with Environmental Studies, Political Sciences</i>							
	Topics in Public Affairs - Comparative Family Policy	FA	3	12	1	16		FA 2014
	Topics in Public Affairs - Education Policy & Reform	SP	3	40	1	11		SP 2015
974	Topics in Public Affairs - Human Trafficking &Invol. Serv	SP	3	40	1			
	Topics in Public Affairs - Influencing Pol Syst Soc Chng	FA	3			16		
	Topics in Public Affairs - Int'l Monetary Pol. & Fin Reg	FA	3	12	1	4		
	Topics in Public Affairs - Int'l. Development Policy	SP	3	40	1	11		
	<i>International Content: 50%</i>							
	<b>Lang &amp; Cultures of Asia - Lang</b>							
309	First Semester Indonesian	FA	4		2		3	FA 2014
		SU	4	1				
310	Second Semester Indonesian	SP	4	1			3	SP 2015
		SU	4	1				
321	First Semester Arabic	FA	5	3	10	1	6	FA 2014
	<i>Crosslisted with African Languages &amp; Literature</i>							
322	Second Semester Arabic	SP	5	1	3	1	2	SP 2015
	<i>Crosslisted with African Languages &amp; Literature</i>							
323	Third Semester Arabic	FA	4		3		1	FA 2014
	<i>Crosslisted with African Languages &amp; Literature</i>							
324	Fourth Semester Arabic	SP	4		3		1	SP 2015
	<i>Crosslisted with African Languages &amp; Literature</i>							
328	Elem Summer Immersion Persian	SU	8		3	3	6	
	<i>Partially supported with NRC funds</i>							
329	Elem Summer Immersion Turkish	SU	8		2	2	2	
	<i>Partially supported with NRC funds</i>							
339	First Semester Turkish	FA	4	2	5	2	5	FA 2014
		SU	4		3			
340	Second Semester Turkish	SP	4	4	2	2	5	SP 2015
		FA	4	2	26	1	30	FA 2014
353	First Semester Hindi	SP	4		1			
		SU	4	2	2			
354	Second Semester Hindi	FA	4		1			SP 2015
		SP	4	1	11		19	
363	First Semester Persian	FA	4		10	4	8	FA 2014
364	Second Semester Persian	SP	4		7	1	4	SP 2015
409	Third Semester Indonesian	SU	4		2			FA 2014
410	Fourth Semester Indonesian	SU	4		2			

### Appendix 3 - Course List

(All courses 100% international content unless otherwise noted)

Crs No.	Course Title	Term	Crs	'12-'13		'13-'14		Offered 2014-2015
				Gr	UG	Gr	UG	
427	Intermed Sumr Immersion Arabic <i>Crosslisted with African Languages &amp; Literature; Partially supported with NRC funds</i>	SU	8	1				
428	Intermed Sumr Immersion Persian <i>Partially supported with NRC funds</i>	SU	8	3	8	5	5	
429	Intermed Sumr Immersion Turkish <i>Partially supported with NRC funds</i>	SU	8	1	2	2	2	
439	Third Semester Turkish	FA	4	1	3	1	5	FA 2014
440	Fourth Semester Turkish	SP	4	1	2	1	3	SP 2015
445	Readings-Adv Arabic Texts - Advanced Arabic Stylistics	FA	3			1	1	FA 2014
	Readings-Adv Arabic Texts - Contemporary Arabic Literature <i>Crosslisted with African Languages &amp; Literature</i>	FA	3			1	1	
		FA	4		15	1	7	FA 2014
453	Third Semester Hindi	SP	4		1			
		SU	4	1	3			
454	Fourth Semester Hindi	SP	4		14		2	SP 2015
		SU	4	1	3			
463	Third Semester Persian	FA	4	1	5		6	FA 2014
464	Fourth Semester Persian	SP	4	1	6		4	SP 2015
509	Fifth Semester Indonesian	FA	3	2	7	1	4	FA 2014
510	Sixth Semester Indonesian	SP	3	3	3	2	5	SP 2015
528	Adv Sumr Immersion Persian <i>Partially supported with NRC funds</i>	SU	8	2	2	1	3	
539	Fifth Semester Turkish & Azeri	FA	3	1	3		1	FA 2014
540	Sixth Semester Turkish & Azeri	SP	3	1	3		1	SP 2015
553	Fifth Semester Hindi	FA	3	3	3	2	8	FA 2014
554	Sixth Semester Hindi	SP	3	3	2	2	6	SP 2015
563	Fifth Semester Persian	FA	3	2	2		1	FA 2014
564	Sixth Semester Persian	SP	3	2	2		1	SP 2015
601	7th Semester Asian Language - 7th Semester Indonesian	FA	3	2				FA 2014
644	Read-Ottoman Turkish&Chagatay	FA	3	1				
654	Advanced Readings in Hindi Lit	FA	3	1	3	4	2	SP 2015
		SP	3	1	3	2		
<b>Languages &amp; Cultures of Asia</b>								
273	Religion-Hist&Culture: East <i>Crosslisted with E Asian Languages &amp; Literature, Religious Studies</i>	FA	3		5		11	
		FA	3	2	15		17	
357	Literatures-Muslim Societies	SP	3	1	11		11	
	<i>Crosslisted with Religious Studies</i>							
370	Islam: Religion and Culture <i>Crosslisted with African Languages &amp; Literature, Religious Studies</i>	FA	4	3	10	1	13	FA 2014
524	Indian Writers Abroad <i>Crosslisted with English</i>	SP	3		6			
614	Soc Structrs-Muslim Society <i>Crosslisted with Religious Studies, Sociology</i>	SP	3		9			

### Appendix 3 - Course List

(All courses 100% international content unless otherwise noted)

Crs No.	Course Title	Term	Crs	'12-'13		'13-'14		Offered 2014-2015
				Gr	UG	Gr	UG	
621	Map & Represent Colonial Space	SP	3	6	3			SP 2015
	<i>Crosslisted with Art History</i>							
699	Directed Study	FA	6		7	1	2	FA 2014
		SP	6		10	2	4	SP 2015
<b>Law</b>								
		FA	3					FA 2014
818	Comparative Law	SP	3			1		
		SU	3					
827	International Law	SP	3	2				SP 2015
		FA	3					SP 2015
828	International Transactions	SP	3	1		1		
		SU	3					
872	Legal Iss: N Amer & E Asia	SP	2					SP 2015
	Problems: Intl Law Seminar	FA	3					FA 2014
		SP	3					SP 2015
	Problems: Intl Law Seminar - Climate, Human Rts & Environ	FA	3	3		6		
	Problems: Intl Law Seminar - Intl Commercial Arbitration	FA	3	3		6		
918	Problems: Intl Law Seminar - Intl Environmental Law	SP	3	1		1		
	Problems: Intl Law Seminar - Intl Law: Global Capital Mkts	FA	3			6		
		SP	3	1				
	Problems: Intl Law Seminar - Intl Law: Vis Competition	FA	3			6		
		SP	3	1		1		
	Problems: Intl Law Seminar - Intl Law: Armed Conflict	SP	3	1				
	Law & Contemporary Problems	FA	3					FA 2014
	Law & Contemporary Problems - Egypt & The Arab Spring	SP	3	11				
	Law & Contemporary Problems - Human Trafficking/Invol Servit	SP	3	11				
	Law & Contemporary Problems - Human Trafficking/Invol Servit	FA	3			16	1	
		SP	3			7	1	
940	Law & Contemporary Problems - International Trade Law - EALS	SP	3					
	Law & Contemporary Problems - Intro to Islamic Law	FA	2 to 3	8		16	1	
	Law & Contemporary Problems - Law & Develpmt: Emerging Econs	SP	3			7	1	
	Law & Contemporary Problems - Population Health Law Seminar	SP	2	11				
	Law & Contemporary Problems - Special Seminar on Foreign Law	SP	3	11				
981	Law & Modernization-Smr	FA	3					
<b>Legal Studies</b>								
409	Human Rights in Law & Society	FA	3			1		SP 2015
		SP	3		37	28		
	Topic: Legal Studies & Humanities	FA	4			1		FA 2014
450	Topic: Legal Studies & Humanities - Comparative Religious Law	SP	3	2	94			
	Topic: Legal Studies & Humanities - Intro to Islamic Law	SP	3			1	65	
	Topic: Legal Studies & Humanities - Medieval Law and Society	FA	3	2	69			

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(All courses 100% international content unless otherwise noted)

Crs No.	Course Title	Term	Crs	'12-'13		'13-'14		Offered 2014-2015
				Gr	UG	Gr	UG	
Library & Information Studies								
201	The Information Society	FA	4		155		149	FA 2014
International Content: 50%								
Life Sciences Communication								
617	Hlth Communication-Info Age	SP	3			2	2	SP 2015
Crosslisted with Journalism and Mass Communication; International Content: 50%								
Linguistics								
211	Global Language Issues	FA	4		2			SP 2015
303	Language, History, and Society	FA	3				1	
		SP	3		3			
Literature in Translation								
257	Lits of Muslim Societies-Trans	FA	3		5		6	
		SP	3		11		8	
Crosslisted with Religious Studies								
276	German Classics-Translation - Introduction World Literatures	SP	3		18		15	SP 2015
277	Topics-20c German Lit(in Tran)	FA	3				10	FA 2014
Management and Human Resources								
403	Global Issues in Management	FA	3		42		46	FA 2014
		SP	3		2 36		32	SP 2015
Crosslisted with International Business								
Marketing								
420	Global Marketing Strategy	FA	3	3	30		38	FA 2014
		SP	3		75		27	SP 2015
Crosslisted with International Business								
724	Strategic Global Sourcing	SP	3		22		35	SP 2015
Medical History and Bioethics								
553	Internl Hlth & Global Society	FA	3	1	18			FA 2014
		SP	3		2			
Crosslisted with History of Science, Population and Health Sciences								
668	Topics in History of Med - Health, Disease & Medicine	SP	3	1	6			SP 2015
Crosslisted with History of Science; International Content: 75%								
753	Int'l Health & Global Society	FA	1	1				FA 2014
Medieval Studies								
309	Crusades: Christianity & Islam	FA	4		1		2	FA 2014
Crosslisted with History, Religious Studies								
Molecular & Environmental Tox								
368	Envr Law, Toxic Subst&Consv	SP	2		1			
		SP	2		3			
Crosslisted with Environmental Studies, Plant Pathology; International Content: 50%								
Music								
101	The Musical Experience	FA	3		78		92	FA 2014
		SP	3	1	72		93	
International Content: 75%								
103	Intro-Mus Cult of the World	FA	2		31		39	FA 2014
		SP	2		37		36	SP 2015
	Intro-Mus Cult of the World - Oceania, Africa, N Amer, Asia	SU	2	1	7			
Crosslisted with Folklore Program								

### Appendix 3 - Course List

(All courses 100% international content unless otherwise noted)

Crs No.	Course Title	Term	Crs	'12-'13		'13-'14		Offered 2014-2015
				Gr	UG	Gr	UG	
497	Special Topics in Music	SP	3	15	41			SP 2015
	Special Topics in Music - World Music and World Cities	SP	3			20	33	
515	Prosem-Ethnomusicology	FA	3	6	1			
	Crosslisted with Folklore Program							
915	Seminar in Ethnomusicology - Blackness & Value Global Music	FA	3			7		SP 2015
	Crosslisted with Folklore Program							
Nutritional Sciences								
203	Introduction to Global Health	FA	3		281		295	FA 2014
	Crosslisted with Agronomy, Entomology							
350	World Hunger & Malnutrition	SP	3	1	130		117	SP 2015
	Crosslisted with Agriculture & Applied Economics, Agronomy							
Operations & Technology Mgmt								
365	Contemporary Topics	FA	3		1		2	
		SP	3		3			
	Contemporary Topics - Sustainable Approaches to Syst	FA	3		23			
	International Content: 50%							
Pathology and Laboratory Med								
210	HIV: Sex, Society and Science	FA	3	1	93		96	FA 2014
	Crosslisted with Patho-Biological Sciences; International Content: 50%							
Philosophy								
441	Environmental Ethics	FA	4	1	39			FA 2014
	Crosslisted with Environmental Studies							
Physical Therapy								
541	Culture&Diversity in Hlth Care	FA	1	40		39		FA 2014
Plant Pathology								
123	Plants, Parasites, & People	FA	3		34		36	FA 2014
		SP	3		32		23	SP 2015
	Crosslisted with Botany							
368	Envr Law, Toxic Subst&Consv	SP	2		5			
	Crosslisted with Environmental Studies, Molecular and Environmental Tox							
Political Science								
103	Intro-Internatl Relations	FA	4		350		318	FA 2014
		SP	4		320		313	SP 2015
106	Intro-Comparative Politics	FA	4		191		123	FA 2014
		SP	4		1			
186	Intro-Comp Politics(Honors)	FA	3		18		18	FA 2014
231	Polites:Multi-Cultural Soc	SP	4		102		79	
	Crosslisted with Chicana/o & Latina/o Studies							
312	Politics of World Economy	SP	4		74			
316	Prin-International Law	FA	4		141			FA 2014
317	The Politics of Human Rights	FA	4		2		3	FA 2014
		SP	4		3			
318	Comparative Study of Genocide	SU	4	1				
		FA	4				142	
	Crosslisted with International Studies							
319	Terrorism	FA	3			1	54	FA 2014
		SP	3	1	20			

### Appendix 3 - Course List

(All courses 100% international content unless otherwise noted)

Crs No.	Course Title	Term	Crs	'12-'13		'13-'14		Offered 2014-2015
				Gr	UG	Gr	UG	
333	Interntl Politics-Mid East	FA	4		1			
		SP	4		2			
337	Intl Institutns&World Order	SP	4				59	
346	China in World Politics	FA	4		75	3	174	FA 2014
362	African Intl Relations	FA	3	1	36		33	FA 2014
		SP	4		2			
367	Theories-International Security	FA	4		1		21	
		SP	4		66			FA 2014
371	Internat'l Political Economy	SU	3	1	27			
		FA	3		53			FA 2014
376	Anal of Internatl Relations	SP	3				48	SP 2015
		FA	3		67			
377	Nuclear Weapons&World Poltc	SP	4		1			
		SP	3			1	90	
		SU	3	2	68			
<i>International Content: 50%</i>								
		FA	4		6		2	FA 2014
	Selected Topics-Poli Sci	SP	4		17			SP 2015
		SU	4		5			
401	Selected Topics-Poli Sci - Comparative Foreign Policy	FA	3			1	129	
	Selected Topics-Poli Sci - Comparative Pol Parties	SP	3				17	
	Selected Topics-Poli Sci - Nationalism & Ethnic Conflict	FA	3		117			
	Selected Topics-Poli Sci - Polit of Immigrat & Emigration	SP	3		92			
	Selected Topics-Poli Sci - Political Economy of Develop	FA	3			1	129	
449	Gov & Natural Resources	SU	3		6			
<i>Crosslisted with Economics, Environmental Studies, Urban and Regional Planning; International Content: 50%</i>								
505	Challenge of Democratizatn	SP	4		2			
		SP	3				47	
	Topics in Political Philos	SP	4		61			SP 2015
506	Topics in Political Philos - Hospit. & Hostil in W Pol. Thr	FA	3				32	
	Topics in Political Philos - Pol. Theories of Imperialism	SP	4		61			
570	Literature and Politics	SP	3		19			
616	Comparative Politics of Sport	FA	3			1	33	
643	Women&Politics-Global Context	SP	3			1	13	FA 2014
<i>Crosslisted with Gender and Womens Studies</i>								
654	Politics of Revolution	SP	4		1			
657	Comparative Political Culture	FA	3		36			FA 2014
837	Formal Models - Intl Relations	SP	3	1		4		
854	Nationalism & Ethnic Conflict	SP	3			6	1	
856	Field Smr-Comparative Politics	FA	3	14		10		
857	Intl Relations Theories	FA	3	5		7		SP 2015
862	State&Society-Comprtv Perspctv	FA	3			5		
864	International Politicl Economy	SP	3	4	2			
866	Global Environmentl Governance	SP	3			2		SP 2015
<i>Crosslisted with Environmental Studies, La Follette School of Public Affairs</i>								
	Topics in Political Science - Readings in International Rela	FA	1		8		5	
		SP	1		8		6	
	Topics in Political Science - Topics in Political Theory	SP	1				2	



### Appendix 3 - Course List

(All courses 100% international content unless otherwise noted)

Crs No.	Course Title	Term	Crs	'12-'13		'13-'14		Offered 2014-2015
				Gr	UG	Gr	UG	
940	Domestic Pol of Intl Relations	SP	3			4		
	Smr:Topics in Comp Politics - Comparative Law	FA	3			10		FA 2014
	Smr:Topics in Comp Politics - Comparative Political Parties	SP	3			6		SP 2015
	Smr:Topics in Comp Politics - Contentious Politics	FA	3	16				
948	Smr:Topics in Comp Politics - Democracy & Development	FA	3	16				
	Smr:Topics in Comp Politics - Pol Econ of Development	SP	3	14				
	Smr:Topics in Comp Politics - Pol Inequal: Measure/Cause/Rem	FA	3			10		
	Smr:Topics in Comp Politics - Religion and Politics	SP	3	14				
959	Smr-Intl Organization	SP	3			8		
	Smr-International Relations - Polit Economy of Migration	SP	3	8				
960	Smr-International Relations - Psychological Approach to IR	FA	3			11	1	
	Smr-International Relations - Third Parties in Intl Conflict	FA	3			11	1	

#### Population and Health Sciences

380	Contemp Populatn Probs-Honors	FA	3		11			
	<i>Crosslisted with Community and Environmental Sociology, Sociology</i>							
471	Intro-Environmental Health	SU	3		4			SP 2015
		SP	3	2	43	2	40	
	<i>Crosslisted with Environmental Studies</i>							
553	Internl Hlth & Global Society	FA	3		15			FA 2014
	<i>Crosslisted with History of Science, Medical History and Bioethics</i>							
640	Foundations-Global Hlth Pract	FA	1	15	15	12		FA 2014
		SP	1	20		37	17	SP 2015
	Special Topics - Environmental Health Epi.	SP	1			4	1	
650	Special Topics - Fld Crse Sem for PubHlth Med	SP	1			7		
	Special Topics - Glob Hlth&Hum Rights:Vul Child	FA	1	3	16			
	Special Topics - Princ of Environ Health	SP	3	54	2	45		
718	International Health Systems	FA	2	30		22		FA 2014
740	Hlth Impact of Global Envr Chg	SP	3	4	3	10	3	SP 2015
	<i>Crosslisted with Environmental Studies</i>							

#### Portuguese (Spanish & Portug)

101	1st Semester Portuguese	FA	4	2	72	1	73	FA 2014
102	2nd Semester Portuguese	FA	4		1			SP 2015
		SP	4	2	49		45	
201	3rd Semester Portuguese	FA	4		31		30	FA 2014
		SP	4		1			
202	4th Semester Portuguese	SP	4		14		16	SP 2015
221	Intro-Luso-Brazilian Lits	FA	4		18		4	FA 2014
225	3rd Yr Conversatn & Compositr	FA	3		20	2	8	FA 2014
226	3rd Yr Conversatn & Compositr	SP	3		21	1	6	SP 2015
		FA	4	4	18	4	8	FA 2014
301	Intensive Portuguese	SP	4	7	7		7	SP 2015
		SU	4		9			
302	Intensive Portuguese	FA	4				1	
		SU	4	7	1			
311	4th Yr Compositr & Conversatn	FA	3	6	6	9	9	FA 2014
312	4th Yr Compositr & Conversatn	FA	3		1			SP 2015
		SP	3	7	3			
312	4th Yr Compositr & Conversatn	SP	3			7	6	
330	History of Portuguese Language	FA	3	3	6			FA 2014

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(All courses 100% international content unless otherwise noted)

Crs No.	Course Title	Term	Crs	'12-'13		'13-'14		Offered 2014-2015
				Gr	UG	Gr	UG	
361	Portuguese Civilization	FA	3			5	3	FA 2014 SP 2015
362	Brazilian Civilization	SP	3	2	11	5	3	
411	Survey-Portug Lit pre 1825	FA	3			3	2	
412	Survey-Brazil Lit pre 1890	SP	3			3	4	
451	Lusophone African LIit	SP	3	3	4			
467	Survey-Port Lit since 1825	FA	3	3	4			
468	Survey-Brazl Lit since 1890	SP	3	4	6			
Psychology								
528	Intro to Cultural Psychology	SP	3		183			SP 2015
Real Estate & Urban Land Econ								
420	Urban & Regional Economics	FA	3		27		32	FA 2014
		SP	3	1	24		35	SP 2015
Crosslisted with Economics, Urban and Regional Planning; International Content: 75%								
430	International Real Estate	FA	3		11		14	FA 2014
Crosslisted with International Business								
Religious Studies								
211	Introduction to Judaism	FA	4		18		7	FA 2014
Crosslisted with Hebrew (Hebrew & Semitic St), Jewish Studies								
234	Genres-Westrn Relig Writing	SP	3		15		9	SP 2015
Crosslisted with Integrated Liberal Studies								
257	Lits of Muslim Societies-Trans	FA	3		5		2	
		SP	3		6		2	
Crosslisted with Literature in Translation								
271	Religion-Hist&Cult:The West	FA	3		26		15	
		SU	3	1	13			
273	Religion-Hist&Culture: East	FA	3		24		33	
Crosslisted with East Asian Languages & Literature, Languages & Cultures of Asia								
309	Crusades: Christianity & Islam	FA	4	1	13		6	FA 2014
Crosslisted with History, Medieval Studies								
343	Anthropology of Religion	SP	4		5			FA 2014
Crosslisted with Anthropology								
352	Shamanism	FA	3				45	FA 2014
Crosslisted with Folklore Program								
357	Literatures-Muslim Societies	FA	3		11		9	
		SP	3		4		3	
Crosslisted with Languages and Cultures of Asia								
370	Islam: Religion and Culture	FA	4	1	22		29	FA 2014
		SP	4		6			
Crosslisted with African Languages and Literature, Languages and Cultures of Asia								
374	The Rhetoric of Religion	SP	3	2	20		18	SP 2015
Crosslisted with Communication Arts								
437	Western Christianity	SP	4		2			
614	Soc Structrs-Muslim Society	SP	3		13			
Crosslisted with Languages and Cultures of Asia, Sociology								
615	Sociology of Religion	FA	3				1	

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(All courses 100% international content unless otherwise noted)

Crs No.	Course Title	Term	Crs	'12-'13		'13-'14		Offered 2014- 2015
				Gr	UG	Gr	UG	
Slavic (Slavic Languages)								
101	1st Semester Russian	FA	4	2	78	2		FA 2014
		SU	4		3			
102	2nd Semester Russian	SP	4	4	58	2	53	SP 2015
		SU	4		3			
117	Intensive 2nd Yr Russian	SU	4	3	12			
118	Intensive 2nd Yr Russian	SU	4	3	12			
181	Russ Honor Tutorial-Slav101	FA	1		17		17	FA 2014
182	Russ Honor Tutorial-Slav102	SP	1		11		9	SP 2015
203	Third Semester Russian	FA	4	4	27	1	38	FA 2014
204	Fourth Semester Russian	SP	4	3	17	1	29	SP 2015
275	Third Year Russian I	FA	4	2	19	8	24	FA 2014
276	Third Year Russian II	SP	4	2	14	7	21	SP 2015
279	Intensive Third Year Russian	SU	8	2	3			
283	Russ Honor Tutorial-Slav203	FA	1		7			
315	Russian Lang & Culture I	FA	2		22		22	FA 2014
316	Russian Lang & Culture II	SP	2		19		17	SP 2015
321	Fourth Year Russian I	FA	4	3	13	3	11	FA 2014
		SU	4		4			
322	Fourth Year Russian II	SP	4	2	14	2	7	SP 2015
		SU	4		3			
405	Women in Russian Lit	SP	4		10			
420	Chekhov	FA	4				2	
422	Dostoevsky	SP	4	4	8	2	6	SP 2015
424	Tolstoy	FA	4	4	6		8	
		FA	3				4	
433	History of Russian Culture	FA	3	2	11	3	13	FA 2014
434	Contemporary Russian Culture	SP	3	3	9	2	11	SP 2015
440	Soviet Literature	FA	4	4		2	2	FA 2014
701	Survey of Old Russian Lit	SP	2			4		SP 2015
702	18th Century Russian Lit	SP	2	5				
	Special Topics	SP	3		2			SP 2015
705	Special Topics	SU	3		4			
	Special Topics - Adv Russian Listening and Conv	SP	3			1	14	
710	Pushkin	FA	3	5				
802	The Structure of Russian	FA	2			4	2	
920	Smr-Pre-Soviet 20C Lit	FA	3	5				
		SP	3	3				
Social Work								
659	Intl Aspects of Social Work	FA	3		2			SP 2015
		SP	3	2	21	4	19	
Sociology								
140	Intro-Community & Envir Soc	FA	3		19		37	FA 2014
		SP	3	1	23		58	SP 2015
Crosslisted with Community & Environmental Sociology; International Content: 50%								
170	Population Problems	FA					282	FA 2014
		FA	3		185		282	
		FA	4				282	
		SP	4		1			SP 2015
		SU	3		4			
222	Food, Culture, and Society							

### Appendix 3 - Course List

(All courses 100% international content unless otherwise noted)

Crs No.	Course Title	Term	Crs	'12-'13		'13-'14		Offered 2014-2015
				Gr	UG	Gr	UG	
222	Food, Culture, and Society	FA	3				1	
	Crosslisted with Community & Environmental Sociology							
248	Envir, Nat Resources & Society	SP	3		18		11	FA 2014
	Crosslisted with Community & Environmental Sociology, Sociology							
380	Contemp Populatn Probs-Honors	FA	3		9			
	Crosslisted with Community & Environmental Sociology, Population and Health Sciences							
496	Topics in Sociology - Intercultural Dialogues	FA	3	2	78		80	SP 2015
		SP	3	2	109		58	
	Topics in Sociology - Poverty Inequal Social Policy	SP	3	2	109			
540	Soc-Int'l Dev, Envir&Sustain	FA	3				11	FA 2014
		SP	3	2	6		8	SP 2015
	Crosslisted with Community & Environmental Sociology, Environmental Studies							
614	Soc Structrs-Muslim Society	FA	3		1			
		SP	3		14			
	Crosslisted with Languages and Cultures of Asia, Religious Studies							
615	Sociology of Religion	SP	3		2			
617	Community Development	SP	3		1			
		FA	3			1	9	
	Crosslisted with Community & Environmental Sociology, Urban and Regional Planning; International Content: 50%							
623	Gender, Society & Politics	SP	3	1	12	4	12	SP 2015
	Crosslisted with Community & Environmental Sociology							
624	Political Sociology	FA	3				14	
		SP	3		18			
630	Soc:Devlp Societies/3rd Wld	FA	3	1	21	3	28	FA 2014
		SP	3	3	21	3	21	SP 2015
	Crosslisted with Community & Environmental Sociology							
633	Social Stratification	SP	3		31			
646	Race and Ethnic Relations	FA	3				1	FA 2014
648	Sociology of Education	FA	3		26			FA 2014
	Sociology of Education	SP	3		11	1	12	SP 2015
	Crosslisted with Educational Policy Studies; International Content: 50%							
652	Sociol-Economic Institutions	SP	3	3	7			
	Crosslisted with Community & Environmental Sociology							
663	Population and Society	FA	3	3	13	5	12	FA 2014
		SP	3				7	SP 2015
	Crosslisted with Economics							
677	Urbanism and Urbanization	FA	3		1		1	
	International Content: 75%							
748	Environmental Sociology	FA	3	5				
	Crosslisted with Community & Environmental Sociology							
918	Smr-Compr Soc/Contemp Capitlsm	SP	3	7				
924	Seminar-Political Sociology - Analyt Soc- Events & Processes	SP	3			9		SP 2015
	Seminar-Political Sociology - Smr:Soc Mvmts-Thry&Rch	FA	3	9				
	Crosslisted with Urban & Regional Planning							
925	Soc-Econ Chng-Underdev Area	SP	3	10		8		
	Crosslisted with Anthropology, Community and Environmental Sociology, Economics							
940	Smr: Sociol-Econ Change	FA	3	9		6		FA 2014
	Crosslisted with Community & Environmental Sociology							
Soil Science								
101	Forum on the Environment	SP	2		40		34	SP 2015
	Crosslisted with Environmental Studies							
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### Appendix 3 - Course List

(All courses 100% international content unless otherwise noted)

Crs No.	Course Title	Term	Crs	'12-'13		'13-'14		Offered 2014-2015
				Gr	UG	Gr	UG	
132	Earth Water:Nat Sci&Hum Use	SP	3		19		22	SP 2015
Crosslisted with Atmospheric & Oceanic Sciences								
Theatre and Drama								
224	History-Theatrical Production	FA	3		46		30	FA 2014
International Content: 25%								
424	Contemp World Theatre & Lit	SP	3		36	5	23	SP 2015
Transportation and Public Util								
671	Energy Economics	FA	3	1		1		FA 2014
		SP	3	2			1	SP 2015
ith Agricultural and Applied Economics, Economics, Environmental Studies, Urban & Regional Planning; International								
Urban and Regional Planning								
305	Introduction to the City	FA	4		11		25	FA 2014
		SP	4		20	1	26	SP 2015
Crosslisted with Geography								
420	Urban & Regional Economics	FA	3	1		1	2	FA 2014
		SP	3	2			2	SP 2015
Crosslisted with Economics, Real Estate and Urban Land Economics; International Content: 75%								
449	Gov & Natural Resources	SU	3	1	1			
Crosslisted with Economics, Environmental Studies, Political Sciences; International Content: 75%								
617	Community Development	FA	3			1		
Crosslisted with Community & Environmental Sociology, Sociology								
644	Internatnl Developmnt & Gender	SP	3	4	3			
Crosslisted with Gender and Womens Studies								
671	Energy Economics	FA	3		1	1		FA 2014
		SP	3			1		SP 2015
Agricultural and Applied Economics, Economics, Environmental Studies, Transportation and Public Utilities; International								
772	Plan Probs-Urban Growth&Develp	SP	3		1			
821	Rsrce Pol Iss:Regional&Natl	FA	3	9				
Crosslisted with Environmental Studies; International Content: 50%								
844	Housing and Public Policy	SP	3	20		13		SP 2015
International Content: 50%								
924	Seminar-Political Sociology - Smr:Soc Mvmts-Thry&Rch	FA	3	1				SP 2015
Crosslisted with Sociology								
Zoology								
160	Heredity	FA	3		19		6	FA 2014
Crosslisted with Botany, Genetics; International Content: 50%								
260	Introductory Ecology	FA	3		34		33	FA 2014
		SP	3		53		47	SP 2015
Crosslisted with Botany, Environmental Studies								
360	Extinction of Species	FA	3		151		122	FA 2014
		SP	3		1			
		SU	3		19			
Crosslisted with Environmental Studies, Forest and Wildlife Ecology								
371	Medical Entomology	SP	3	1	5			
Crosslisted with Entomology								
	Topics in Biology	FA	3		4		2	FA 2014
		SP	3		26			
400	Topics in Biology	SU	3		3			
	Topics in Biology - Environmental Toxicology	FA	3		18		37	
	Topics in Biology -Topics in Biology and Religion	FA	1				57	

### Appendix 3 - Course List

(All courses 100% international content unless otherwise noted)

Crs No.	Course Title	Term	Crs	'12-'13		'13-'14		Offered 2014- 2015
				Gr	UG	Gr	UG	
651	Conservation Biology	SP	3		20	1	15	SP 2015
	<i>Crosslisted with Botany, Environmental Studies, Forest &amp; Wildlife Ecology</i>							

## Appendix 4 – Performance Measures Forms (PMFs)

1. Project Goal #1 – Develop a new human rights option in the International Studies Major						
2. Performance Measures		3. Activities	4. Data / Indicators	5. Frequency	6. Data Source	7. Baseline and Targets
						BL T1 T2 T3 T4
PM1. Develop new curriculum in global human rights, complete with core courses and electives	A1. Complete survey of available offerings with human rights content.					
PM2. Ensure approval by College of Letters & Science curriculum committee and University Academic Planning Council	A2. Develop partnerships with complementary campus units (Human Rights program, social science departments, Global Health, etc.)					
	A3. Design curriculum of core courses and electives					
PM3. Recruit 40-60 new majors to the option through marketing to Global Health Certificate, Public Health, History, Economics, Political Science, and other social science students.	A4. Respond to feedback from curriculum committee and University Academic Planning Council					
	A5. Train advisors in new curriculum. Publicize new curriculum through advisor networks and orientation sessions with IS Majors					
PM4. Assess quality improvement and success of curriculum.	A6. Conduct annual surveys and focus groups to determine effectiveness of new option and need for further curriculum development					
PM5. Revise and update curriculum						

## Appendix 4 – Performance Measures Forms (PMFs)

1. Project Goal #2 – Expand Language Programming										
2. Performance Measures	3. Activities	4. Data / Indicators	5. Frequency	6. Data Source	7. Baseline and Targets					
					BL	T1	T2	T3	T4	
PM1. Increase numbers of applications to APTLII by 10%/year over four years	A1. Identify non-traditional student groups and publicity channels to access minority groups and under-represented populations.									
PM2. Expand and diversify enrollment in APTLII	A2. Develop targeted marketing materials for recruitment of underrepresented groups in APTLII									
PM3. Develop plan for targeted FLAS awards in GS strategic languages	A3. Develop and conduct assessments of APTLII current students and alumni, based on SWEPT model									
PM4. Increase numbers of FLAS applications from non-traditional student groups by 10%/year over four years	A4. Increase FLAS marketing, particularly targeting underrepresented groups									
	A5. Conduct quantitative and qualitative evaluations of FLAS program among both targeted groups and general populations to assess effectiveness of recruitment activities and language instruction									



## Appendix 4 – Performance Measures Forms (PMFs)

1. Project Goal #3 – Strengthen teacher training (AP) and collaborations with School of Education (NRC CP2) and community colleges (NRC CPI)						
2. Performance Measures		3. Activities	4. Data / Indicators	5. Frequency	6. Data Source	7. Baseline and Targets
						BL T1 T2 T3 T4
PM1. Triple number of collaborative projects with School of Education Faculty		A1. Develop new and revise existing outreach activities through collaboration with new SOE faculty outreach director				
PM2. Expand training opportunities for pre-service teachers from community colleges and MSIs on global issues by holding 4 workshops on GS themes		A2. Support new course on Youth Education and Global Change in SOE A3. Develop International Studies FIG in collaboration with SOE A4. Implement GS-specific panels and teacher-training assessment at <i>The Anthropocene: Cabinet of Curiosities Slam</i> and expand participation of K-16 educators at <i>Tales from Planet Earth Film Festival</i>				
PM3. Increase to 100 the number of MSI, Title III/V, and community college faculty participating in workshops		A5. Conduct teacher-training workshops on Global Health; Trafficking; Global Studies curriculum development; Global Conflict; Genocide and Human Rights with Wisconsin Title III/V campuses				
PM4. Enhance K-12 outreach to teachers and students		A6. Community College Passport program for Madison College Global Studies Certificate A7. Develop community-college and MSI-oriented teacher training institute in Wisconsin based on Washington and other models. A8. Develop Indigenous Studies Certificate with CMN				

## **Appendix 5: Institutional Letters of Support**

1. College of Menominee Nation
2. Global Health Institute
3. Madison College



# College of Menominee Nation

June 26, 2014

Guido Podestá  
Vice Provost and Dean  
Division of International Studies  
University of Wisconsin-Madison

Dr. Podestá:

The College of the Menominee Nation is pleased to collaborate with the University of Wisconsin-Madison National Resource Centers to incorporate international and intercultural dimensions into our curriculum, especially as we develop our forthcoming Indigenous Studies Certificate. We enjoyed meeting with several NRC staff members here at the College earlier this month and we look forward to our work together.

Diana Morris, PhD  
Chief Academic Officer  
College of Menominee Nation

**Main Campus**

N172 State Hwy 47-55  
P.O. Box 1179  
Keshena, WI 54135

**Phone**

715.799.5600  
800.567.2344

**Green Bay/Oneida  
Campus**

2733 S. Ridge Road  
Green Bay, WI 54304

**Phone**

920.965.0070  
800.567.2344

**Web**

[www.menominee.edu](http://www.menominee.edu)



Global Health Institute  
UNIVERSITY OF WISCONSIN-MADISON

To Whom It May Concern:

It is with great pleasure that I write to express my enthusiastic support for the Title VI proposal at UW-Madison. The effort of Global Studies to develop curricula and research related to human rights, health, gender-based violence and global security is a vital component for understanding, teaching and working towards a healthier world for all. This effort will leverage the ongoing educational and research efforts of the Global Health Institute, especially the Undergraduate Certificate in Global Health.

Professor Richard Keller has been part of the Advisory Board of the Global Health Institute since its inception and leads one of the core courses for the Undergraduate Certificate in Global Health. This opportunity to layer existing course offerings with human rights and global security discourse will enrich the education, research and outreach opportunities offered at the University of Wisconsin-Madison.

The UW-Madison Global Health Institute places a high value on collaborative partnerships as a vehicle for educational excellence and change. The issues around human rights, gender-based violence and global security are synergistic with the causes of many global health problems. We look forward to collaborating with Global Studies to addressing these issues.

Sincerely,

Jonathan Patz

**Jonathan Patz, MD, MPH**

Professor and Director, Global Health Institute  
University of Wisconsin 1710 University Ave.  
Madison, WI 53726

Direct: ph: 608-262-4775; fax 608-265-4113; Email [patz@wisc.edu](mailto:patz@wisc.edu)



June 24, 2014

Guido Podestá  
Vice Provost/Dean, International Studies  
268 Bascom Hall, 500 Lincoln Drive  
Madison, WI 53706

Dear Vice Provost Podestá ,

Madison College is extremely pleased to support the University of Wisconsin-Madison proposals for National Resource Centers for Foreign Language and Area Studies. As a former Title VI UISFL awardee, Madison College has regularly collaborated with UW-Madison NRCs as a partner in the Wisconsin International Outreach Consortium (WIOC). Existing collaboration includes partnerships for Chinese and Arabic languages at Madison College, joint development of faculty professional development workshops, and co-sponsorship of various global education events for students and the community.

As part of the most recent proposals for NRC collaboration, Madison College is excited to partner with UW area studies and language centers to create a new *Community College Passport* program to expand access to international studies and foreign language learning opportunities. Through this new initiative, students who are enrolled in the Madison College Interdisciplinary Global Studies Certificate will have the opportunity to enroll as special students in a broad range of UW-Madison courses in area studies and foreign languages. This initiative is designed to expand the depth and breadth of community college international learning, cultivate interest in completion of area studies and foreign language bachelor's degrees, and strengthen collaborative ties between Madison College and UW-Madison. Additionally, Madison College and UW-Madison Title VI NRCs plan to collaborate on a series of annual professional development workshops for faculty. These regional workshops are designed to help faculty in targeted disciplines to infuse global content into their curriculum, discuss best practices in international education pedagogy, and expose them to the resources of UW-Madison NRCs.

These partnerships build on a strong history of cooperation between our institutions, but also strengthen and deepen this collaboration in new and substantial ways. Madison College unequivocally supports these initiatives and the overall contribution that UW NRCs make in the Madison community and the greater world of global scholarship. Madison College commits to the staffing, coordination, and institutional support for the *Community College Passport* program and will be the host site and coordinating body for the faculty professional development institutes. We look forward to this and other opportunities for collaboration.

Sincerely,

Jack E. Daniels, III, Ph.D.  
President